# Teachers and trainers in work-based learning/apprenticeships

**Final report**

**Request for Services VT/2015/075**
**In the Context of EAC-47-2014-4**

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# Teachers and trainers in work-based learning/apprenticeships

# Mapping of models and practices

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Directorate-General for Employment, Social Affairs and Inclusion

2017 EN

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## List of abbreviations

| | |
|---|---|
| AEVO | Ausbilder-Eignungsverordnung or Trainer Aptitude Regulation |
| BBAB | Federal Advisory Board on Apprenticeship |
| BIBB | Bundesinstitut für Berufsbildung |
| BMBF | Federal Ministry of Education and Women's Affairs |
| BMWFW | Federal Ministry of Science, Research and Economy |
| Bpv | Beroepspraktijkvorming or practical work placements |
| CCNL | National level collective agreements |
| CEFA | Centres d'éducation et de formation en alternance or Work-Linked Education and Training Centres |
| CPD | continuous professional development |
| CPI | Cyprus Pedagogical Institute |
| CVET | continuous vocational education and training |
| ECS | early career support |
| ECTS | European Credit Transfer and Accumulation System |
| ECVET | European credits system for vocational education and training |
| ESF | European Social Fund |
| ET2020 | Education and Training 2020 |
| ETBs | Education and Training Boards |
| ETF | European Training Foundation |
| ETUCE | European Trade Union Committee |
| EU | European Union |
| EQF | European Qualifications Framework |
| FNBE | Finnish National Board of Education |
| HEIs | higher education institutions |
| ICT | information communication technology |
| IEFP, IP | Employment and Vocational Training Institute |
| ILO | International Labour Organization |
| ISCED | International Standard Classification of Education |
| IT | information technology |
| ITE | initial teacher / trainer education |
| ITT | initial teacher / trainer training |
| IVET | initial vocational education and training |
| JOB | jongeren organisatie beroepsonderwijs or youth organisation vocational education |
| KMK | Conference of Ministers of Education and Cultural Affairs |
| lc | leading country |
| MCAST | Malta College of Arts, Science and Technology |
| MS | Member States |
| NetWBL | Work Based Learning 2020 Network |
| NIPT | National Induction Programme for Teachers |
| NLQF | Nederlands kwalificatieraamwerk or Qualification framework Netherlands |
| NQTs | newly qualified teachers |
| OECD | Organisation for Economic Co-operation and Development |
| PTW | Practical training at the workplace |
| QA | quality assurance |
| QCF | Qualifications and Credit Framework |
| QualiVET | Quality development and quality assurance with labour market reference for the VET Systems in the metal sector – European pilot project of the Leonardo da Vinci programme |

| | |
|---|---|
| SBB | Samenwerkingsorganisatie beroepsonderwijs bedrijfsleven or Cooperation Organisation for Vocational Education, Training and the Labour Market |
| SEALL | Self-Evaluation in Adult Life Long Learning |
| SMEs | small and medium enterprises |
| SNOPK | the Slovak-German Chamber of Commerce and Industry |
| SOLAS | An tSeirbhis Oideachais Leanúnaigh agus Scileanna or Further Education and Training Authority |
| STVE | secondary technical vocational education |
| TALIS | the OECD Teaching and Learning International Survey |
| TT | teachers and trainers |
| TVET | technical vocational education and training |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNEVOC | International Centre for Technical and Vocational Education and Training |
| VET | vocational training and education |
| WBL | work-based learning |
| WEB | Wet Educatie Beroepsonderwijs or Adult & Vocational Education Act |
| WG | working group |

**Country codes**

| | | | |
|---|---|---|---|
| AT | Austria | IE | Ireland |
| BE | Belgium | IT | Italy |
| BG | Bulgaria | LU | Luxembourg |
| CY | Cyprus | LT | Lithuania |
| CZ | Czech Republic | LV | Latvia |
| DE | Germany | MT | Malta |
| DK | Denmark | NL | Netherlands |
| EE | Estonia | PL | Poland |
| EL | Greece | PT | Portugal |
| ES | Spain | RO | Romania |
| FI | Finland | SE | Sweden |
| FR | France | SI | Slovenia |
| HR | Croatia | SK | Slovakia |
| HU | Hungary | UK | United Kingdom |

# EXECUTIVE SUMMARY

*Introduction*

**Work-based learning** in Vocational education and training (henceforth VET) provides important benefits, by increasing employability and smoother school to work transition. It contributes to reducing skill shortages and gaps, reduces youth unemployment, increases entrepreneurship and innovation and finally has the potential to foster social inclusion. In view of these potential benefits, European VET ministers underlined the increasing need to promote work based learning (henceforth, WBL) in all its forms and the need to introduce systematic approaches to and opportunities for initial and continuous professional development of VET teachers, trainers and mentors in both school and work based settings across the EU in the Riga conclusions (2015).

Existing policy reviews, studies and literature present **fragmented information on the diversity of types of teachers and trainers active in WBL** (such as titles, functions and roles), their working contexts, their employment status, how they are initially trained, their teacher/trainer qualification, how they entered the profession, and how they professionally develop themselves during their career. The ET2020 working group on VET in the period 2014-2015 (focussing on WBL and Apprenticeships) identified the legal framework and governance framework related to teachers and trainers as an important aspect of quality apprenticeship systems. However, a systematic analysis of existing governance frameworks and professional practices in Member States in WBL is currently lacking.

The **aim of the study** was to provide the ET 2020 Working Group on VET (2016-2018) with findings on **three key areas:**

1) governance arrangements in place for professionals involved in WBL;
2) professionalisation arrangements for those professionals; and finally,
3) in what way cooperation between schools and companies is arranged, focusing on the quality of the professionals involved.

This study follows Cedefop's (2009 and 2016) categories of professionals based on their place of work. Organisationally, the group of teachers and trainers, who train, guide, supervise, and coordinate WBL consists of:

1) those who perform their tasks rather in the VET institution (teachers) and,
2) those who perform their tasks rather in companies or their associations (trainers) that train students (both initial VET and continuous VET) to obtain a formal VET qualification.

As WBL in formal VET is a broad concept with different interpretations in different Member States (henceforth MS), the study takes a **pragmatic approach**, by taking into account the different stages of development of country's apprenticeship and alternance schemes. The study brings data together from thematic country perspectives by Cedefop's Refernet, interviews with members of ET2020 Working Group on VET, and additional data collection to allow a cross-country analysis. The study identified existing frameworks, policy approaches and cooperation at national and organisational level; qualifications/competence profiles or frameworks/sets of competences; methodologies, cross-institutional networking opportunities and schemes for systematic professional development and

good practice examples from across the EU28. In addition, ten case studies were conducted on existing practices of cooperation between teachers and trainers in WBL.[1] Furthermore the study took into account five examples from projects and initiatives (from Lifelong Learning Programme and Erasmus+ programme or other national or EU programmes) related to governance and professionalisation of teachers and trainers in WBL. This provides an in depth assessment of cooperation and continuous dialogue between teachers and trainers under different dimensions. Based on this body of evidence collected, the study provides a set of key conclusions followed by suggestions for further study (Chapter 6). The key findings and conclusions are presented here below.

***Conclusion on the role of teachers and trainers in WBL***

A sharp line differentiating the various terms for teachers and trainers in many different EU countries' contexts is not straightforward given the diversity of orientation among VET systems. From a selection of 116 profiles of teaching professionals in VET, the study found 56 profiles across the EU that were active in work-based learning. These were split out based on their place of work; 30 profiles refer to teaching professionals in VET institutions, and another 26 profiles exist for trainers in companies. Among the 30 job profiles of professionals in VET institutions active in WBL, a variety of VET teachers, tutors and trainers can be found. On trainers in companies 26 job profiles were found. Chapter 2 maps the job profiles of the professionals working in WBL. The following key finding is formulated on the basis of the evidence gathered:

**Key finding 1:**

**The role of teachers in VET institutions is generally well defined, and further elaborated through minimum competence requirements. In VET institutions, teachers are part of broader regulatory frameworks that apply to the entire education and training system. Except for a few cases, the role of trainers in companies is less specifically defined. The role and competences of trainers in companies are generally defined by sectors and the minimum trainer requirements are generally not expressed in terms of specific trainer competences, but focus on years of experience and position (management) in the company.**

***Conclusion on governance of teachers and trainers in WBL***

The study identified in total 211 governance frameworks, which can be laws, regulations, labour agreements, policy plans and sub-laws. 161 were covering teachers in work-based learning working in VET institutions; 50 frameworks covered trainers who work in companies. *Table 3.7*. provides an overview of the governance frameworks for teachers and trainers in WBL. The governance frameworks do not cover all aspects related to quality teachers and trainers in WBL. The legal status, rights, responsibilities and recruitment procedures for teachers and trainers are covered in most MS, while other topics receive limited attention (see: *Figure 3.4. Topics addressed in governance frameworks related to teachers and trainers in WBL*). Where for teachers in WBL in VET their profession is highly regulated, this is not the case for trainers in company. The governance framework often departs from the perspective that it is not the *profession*

[1] Selected countries were: Finland, Sweden, Germany, Austria, The Netherlands, Cyprus, Croatia, Portugal, France, and Czech Republic.

of being a trainer that is regulated, but the *role* of trainer that a working professionals take up next to their regular tasks. Because the trainers are employed by the companies in the economic sectors and are hence not part of the world of education, the topics are not covered by overarching policies but by individual company or sectoral policies, (either agreed with social partners). For trainers there is a general lack of coherent and overarching frameworks. This limits the possibilities to systematically work on developing the quality in WBL. The following key findings are formulated on the basis of the evidence gathered:

**Key finding 2:**
**Teachers are better covered in VET governance frameworks than trainers who work in companies.**

**Key finding 3:**
**Concerning topics covered in governance frameworks, also here trainers are less covered compared to teachers in work-based learning. Particular areas that lack coverage concern trainers' working conditions and payment, international mobility and dealing with learners' special needs.**

***Conclusion on professional development for teachers and trainers in WBL***

Provided the better governance arrangements in general for teachers compared to trainers in company, the possibilities for professional development are also better arranged. Chapter 4 explores to what extent professional development arrangements are in place for teachers in VET institutions and trainers in companies. The professional development of teachers and trainers relates to different stages in the teaching career consisting of three parts: initial teacher/trainer education; early career period support; and continuing professional development (CPD).

Compared to teachers in VET institutions, the professional development arrangements for trainers in company are limited, raising concerns about the quality of WBL in companies. While VET institutions and companies are jointly responsible for the WBL, the VET institutions could contribute more to the professional development of trainers in companies to improve the quality of WBL. Trainers could also contribute more to the skills development of teachers in VET institutions. This is best organised in shared responsibility between VET institutions and companies; shared responsibility for the maintenance of pedagogical, didactical and theoretical knowledge, skills and competences and updating the technical, occupation specific competences. This includes stimulating close alignment between teachers and trainers in their skills development through specific programmes or exchanges (tandem; job shadowing); and stimulate mobility and exchange between the world of education and the world of work and between countries. One of the main conclusions is therefore that the professional development arrangements offered are not offering teachers and trainers in WBL the chance to deliver the desired quality in WBL and do not stimulate mutual cooperation, communication and professional development. The professional development arrangements therefore show gaps that hamper the development of quality WBL.

The following key finding is formulated on the basis of the evidence gathered:

**Key finding 4:**
**The arrangements for professional development are available more for teachers in VET institutions than for trainers in companies. In addition, the 'professionalisation continuum', a general framework for teacher / trainer professional development, does not align well with the trainers in company and to some extent with the teachers in WBL in VET institutions.**

***Conclusion on cooperation between teachers and trainers in WBL***

Finally, the study has investigated how cooperation and continuous dialogue between VET institutions and companies (specifically between teachers and trainers) is organised with a particular focus on the mechanisms and governance arrangements supporting this cooperation and dialogue.

Cooperation between learning venues in work-based learning is differently organised and is highly dependent on the tradition in the country. The mapping of cooperation and continuous dialogue practices, looking into ten practices in Europe and looking at five (transnational) projects that focus on cooperation between teachers and trainers, looked into the efficiency of existing structures and methods of cooperation. All stakeholders have essential roles to play and need to be aware of possibilities and mutual benefits. The implementation of initiatives such as regular meetings of school principals with companies, social partners, teachers and trainers to discuss professional subjects, curricula requirements or the implementation of specific training modules are among the most promising ways to foster more cooperation between teaching staff in VET institutions, and trainers in company with the aim of improving the quality of WBL. Countries differ in the sense that the responsibility for the quality of teachers and/or trainers can be a joint responsibility of VET institutions and companies, or can be the sole responsibility of the VET institution or the company itself whereby the other party either is or is not involved. The following Key findings are formulated on the basis of the evidence gathered:

**Key finding 5:**
**Cooperation on quality of teachers and trainers in WBL is better ensured in countries where the VET governance is organised as a cooperative system and where all relevant stakeholders are involved.**

**Key finding 6:**
**Cooperation should not be seen as an end in itself but as a tool to improve the quality of VET and its responsiveness to the labour market needs.**

**Key finding 7:**
**Cooperation on the quality of teachers and trainers works better when VET is attractive and companies are willing to take part in cooperation.**

**Key finding 8:**
**Given that work-based learning and the learning-outcome approach are becoming more prominent in VET, cooperation arrangements and continuous dialogue between the involved learning venues is becoming an essential part of a functioning WBL.**

***Suggestions for further study***

The mapping of governance, professionalisation and cooperation demonstrates that the quality of teachers and trainers in WBL is still emerging and therefore there is room for further research. Based on the findings, some further research areas are suggested:

1. A first area of further research is to analyse the governance frameworks and professionalisation frameworks related to trainers in companies involved in WBL. Although this study explored this topic, much is still unclear, especially when it comes to **economic sector policies and initiatives** on this topic. The finding that the trainers in company are less well covered in governance frameworks and professional development arrangements might be related to a lack of information on sectoral policies.
2. A second area to further study is specific cases of **hybrid-model teachers**, whereby teachers and trainers both work in VET institutions and companies. These hybrid-model forms could provide a solution to closing gaps between VET institutions and companies but are associated with many governance and institutional issues (such as wages, pensions, labour agreements). This model deserves a further in-depth analysis.
3. A third area of further potential investigation is **guidance** of teachers and trainers involved in WBL in VET. In terms of governance frameworks, the study has underlined that teachers in WBL in VET institutions are included in most of the countries under the same provisions and governance framework of teachers in general education (see section 1.1.1). However, this might overlook the need of specific requirements for guidance of teachers in WBL, given the peculiarity of WBL in terms of subject knowledge, close relationships with stakeholders in the economic sectors, different pathways into the teaching profession. At the same time, in terms of professional development, available data do not allow firm conclusions to be drawn on the variety and effectiveness of mechanisms provided to guide teachers into CPD programmes, such as individual assessment, assessments made by other teachers or self-assessment (see section 4.2.3). For trainers in company, whether and how guidance is provided to direct them to CPD is even less clarified. More research is needed to understand how guidance is provided for teachers in VET institutions and for trainers in company. For instance, how to create better links between work-based learning and career guidance? Which are the most effective ways to ensure that career guidance for teachers and trainers in WBL is based on constantly updated labour markets and skills requirements?
4. A fourth area for further investigation is leadership and autonomy at the level of the VET institution. The study identified a key role for school directors in facilitating professional development of teachers in VET institution and trainers in companies and in establishing cooperation between learning venues. With increasing levels of autonomy of VET

institutions; the leadership positions become even more agents of change for developing quality WBL (see the example of Finland).

5. A last issue of investigation concern specific issues related to dealing with Special Education Needs (SEN) and mobility:
    - While governance frameworks incorporate on different levels how teachers in work-based learning settings should take into account **special needs** (see section 3.2.2), the study found that in no countries trainers working in companies are specifically trained or informed on dealing with special needs learners (see section 3.3.2). Against these findings, future studies could thus investigate what might be the challenges and obstacles for developing better tools and provisions to support trainers in WBL in reaching special needs learners.
    - To conclude, regarding governance frameworks related to **mobility of teachers and trainers in WBL**, the available evidence has shown that provisions on international mobility are not often included in the legislation that deals with work-based learning settings (see section 3.2.2) with a total lack of information regarding mobility schemes for trainers. Existing initiatives strongly rely on EU funding, with several mobility initiatives developed thanks to Erasmus+ projects which have allowed to target the professional development of VET teaching staff (see section 5.2 and *Appendix 3 for a detailed description of the projects*). Hence, possible areas of research could explore how to encourage and promote awareness at national and local level on the benefits of mobility and what additional financial and non-financial incentives could be used to encourage the mobility of teachers and trainers in WBL.

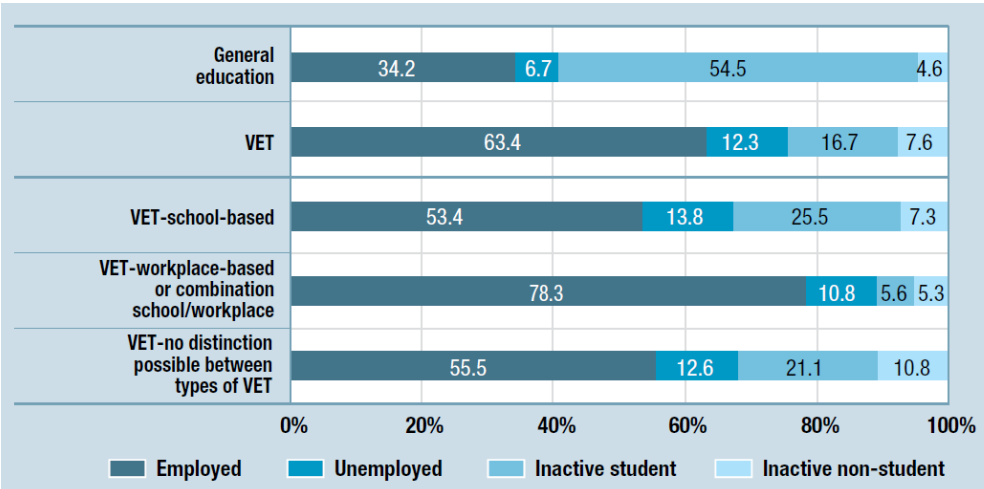
# 1 BACKGROUND AND OBJECTIVE OF THE STUDY

## 1.1 Work-based learning and quality of teachers and trainers

### 1.1.1 Work-Based learning: concepts and context

The Riga Conclusion[2] stresses that there is an increased need to promote work based learning (henceforth, WBL) in all its forms (apprenticeship included) by involving social partners, companies, chambers and VET providers, as well as by stimulating innovation and entrepreneurship.[3] Recent studies carried out by the European Training Foundation (ETF) and Cedefop point out that WBL provides important benefits, by increasing employability and smoother school to work transition, by reducing skill shortages and gaps, and by reducing youth unemployment, increasing entrepreneurship and innovation and fostering social inclusion[4]. It can be seen from the data in the following figure that the proportion of employed graduates of work-place-based or combined VET is noticeably higher as compared to other forms of VET (78.3 per cent of the total population). Whereas when VET is mainly school-based, the employment rate for graduates is 53.4 per cent[5].

***Figure 1.1 Labour status of medium-level graduates by orientation, 18-24 year-olds, EU-27+, 2009***




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[2] European Commission / Latvian Presidency (2015), Riga Conclusions 2015.
[3] WBL initiatives and policy responses are also part of wider initiatives at EU level aimed at improving education and training, youth employment, and social inclusion, such as the EU Agenda for job growth, fairness and democratic change, the Youth Employment Package, and the broader European Union Youth Strategy (2010 – 2018). Furthermore, WBL policies are in alignment with documents such as the 2015 Employment Guidelines, which identified the effectiveness and efficiency of education and training systems as essential in raising the skill levels of the workforce, and in turn, key in adapting to changes in the labour market.
[4] ETF (2013), Work-Based Learning, Benefits and Obstacles: A literature review for policy makers and social partners in ETF partner countries. European Commission (2012). Work-based learning in Europe: practices and policy pointers. Cedefop (2011). Learning while working: success stories on workplace learning in Europe. Luxembourg: Publications Office. Many countries have been promoting apprenticeships with substantial investment of public resources – for example, England recently announced that government spending on apprenticeships will double by 2019-20 compared to its level in 2010-11.
[5] Cedefop (2012), From education to working life: The labour market outcomes of vocational education and training.

*Source: Cedefop (2012), From education to working life: The labour market outcomes of vocational education and training*

Policy papers and academic literature broadly define work-based learning (WBL) as a 'set of learning practices that differs from those of school-based or classroom learning'[6]. Definitions primarily focus on learning in a real working environment and learning theory in conjunction with practice but may also encompass traditional class-room learning and e-learning, where the extent of work-based activity ranges from high-intensity for apprenticeships and training in companies, to low-intensity for internships and more traditional learning.[7] The OECD (2016) refers to WBL as "learning that takes place through some combination of observing, undertaking and reflecting on productive work in real workplaces."[8] Besides, Cedefop defines it as "acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution."[9]

The European Commission clearly demarcates WBL as[10]:

- **Apprenticeships**: Apprenticeships formally combine and alternate company-based training (periods of practical work experience at a workplace) with school-based education (periods of theoretical/ practical education followed in a school or training centre), and lead to nationally recognised qualification upon successful completion. Most often there is a contractual relationship between the employer and the apprentice, with the apprentice being paid for his/her work. The term apprenticeships is defined and understood differently in many countries and for research purposes.
- **School-based VET with on-the-job-training**: This second form of WBL includes on the-job training periods in companies. These periods vary in length and typically cover shorter internships, work placements or traineeships that are incorporated as a compulsory or optional element of VET programmes leading to formal qualifications.
- **Work-based learning in school**: WBL can also be integrated in a school-based programme through on-site labs, workshops, kitchens, restaurants, junior or practice firms, simulations or real business/industry project assignments. The aim is to create 'real life' work environments, establish contacts and/or cooperation with real companies or clients, and develop entrepreneurship competences.

### 1.1.2 Professionals in WBL

Work-based learning hence takes place in **VET institutions** and it can take place in **companies**. The difference in learning venue questions who is responsible for the delivery of WBL:

- When it concerns the delivery of **WBL in the VET school**, sometimes the VET teacher that is responsible for the theory part of VET programmes is playing a role in the WBL as well (and needs additional didactical ad technical competence doing this). In other cases, the VET

[6] ETF (2013), Work-Based Learning, Benefits and Obstacles: A literature review for policy makers and social partners in ETF partner countries, p. 4. An Inter-Agency Group (IAG) on TVET, consisting of the ILO, OECD, EC/Cedefop, ETF and UNESCO discussed the different definitions used to come to a common understanding (February 6, 2015).

[7] ETF (2013). Work-Based Learning, Benefits and Obstacles: A literature review for policy makers and social partners in ETF partner countries.

[8] Kis, V. (2016). Work, train, win: work-based learning design and management for productivity gains, OECD Education Working Papers, No. 135, OECD Publishing, Paris. http://dx.doi.org/10.1787/5jlz6rbns1g1-en p. 8.

[9] Cedefop (2011). Glossary- Quality in Education and Training. CEDEFOP Luxembourg: Publications Office of the European Union, 2011: http://www.cedefop.europa.eu/EN/Files/4106_en.pdf

[10] See: European Commission (2013). Work-based Learning in Europe – Practices and Policy Pointers, p. 5; European Commission (2015). Good for Youth Good for Business, p. 13.

teacher is only responsible for assuring that the practical training is aligned with the curriculum and learning outcomes of the VET programme, while the practical training is done by special trainer / instructor for WBL (with technical expertise, but with or without didactical or pedagogical qualification).

- In case **WBL is taking place outside the VET school / centre**, VET teachers, trainers, or organisers of practice have often the responsibility to guide learners in the practical training that takes place outside school (in company or intercompany training centres). They are the contact persons on behalf of schools and responsible for finding quality workplaces, drawing up a individual (or collective) learning plan, signing (collective or individual) contracts with the employers, monitoring and assessing the practical learning, and assuring that learning outcomes of the practical training match the VET curriculum. At the same time the employers providing a learning place, assign a qualified staff member (trainer or tutor) to accompany the learner. Especially for the tutors active in companies, the question is whether there are stipulated requirements for their qualification and competences (showing the level, specific expertise and the pedagogical / didactic competences) and whether tutors are supported in their continuing update of their pedagogical / didactical and transversal competences (and who is responsible for this). In some countries the chambers of commerce are responsible for providing this training and setting requirements for enterprises that offer practical training as part of a compulsory or optional element of VET programmes, as well as for the teachers and trainers delivering the practical training. In other countries, this task is fulfilled by the Ministry of Employment or Education.

**Importance of quality teachers and trainers in WBL**

Studies[11] on quality teaching and learning in classroom settings show that it is the teacher's quality that determines for the largest part (75 per cent) the quality of learning in the classroom. When transposing this finding to workplace learning, the quality of the professionals in WBL in both the VET school and the company play an important role in the learning taking place. Teachers and trainers not only can contribute to the modernisation and reform processes in VET but they can also provide higher innovation and productivity in companies while ensuring better transition from school to work.

In the recent years, the role of teachers and trainers in ensuring effective education and training systems has been at the core of the European agenda. Even more, the quality and competences of teachers and trainers are among the strategic objectives for ensuring high quality work-based learning. Since the Education and Training Strategic Framework Europe2020 (2010)[12] foresees a strong support for teachers, trainers and school leaders in order to ensure competitive and inclusive education and training systems, several European initiatives and Communications have been devoted to this topic. For example, in its Communication "Rethinking Education" (2012)[13], the European Commission notes that the revision and strengthening of the professional profile of all teaching professions is an essential step to reform education and training system. In this sense, the Commission stresses the need of introducing "coherent and adequately

[11] Rivkin, Steven G., Hanushek, Eric A., Kain. John F, (2005), Teachers, Schools, and Academic Achievement, in: Econometrica, Vol. 73, No. 2. (Mar., 2005), pp. 417-458.

[12] European Commission (2010). A new impetus for European cooperation in vocational education and training to support Europe 2020 strategy; COM(2010) 296 final.

[13] European Commission (2012). Rethinking education: investing in skills for better socio-economic outcomes. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. COM(2012) 669 final.

resourced systems for recruitment, selection, induction and professional development of teaching staff based on clearly defined competences needed at each stage of a teaching career, and increasing teacher digital competence."[14] The same focus on the importance of teacher education is put by the EU Council, which emphasises the need to implement appropriate policies for attracting and recruiting teachers, for providing them with effective initial training education and for ensuring that they can receive constant update of their competences.[15] In particular, the Council conclusions of May 2014 highlight that the provision of high quality continuous professional development is crucial in order to ensure that teachers possess and maintain the relevant competences they require to be effective in today's classrooms.[16] In addition, the Riga Conclusions (2015) introduced systematic approaches for initial and continuous professional development for VET teachers, trainers and mentors in both school and work-based setting.[17]

**Quality of teachers and trainers in WBL**

Although there is a vast amount of literature on teacher quality[18], the documentation on what is teacher quality in a VET context, and especially for WBL, is less developed. In the last decade, much information has been collected on VET teachers in formal education[19], as well as trainers in companies[20]. Less attention has been devoted to the professionals playing a role in the delivery of WBL (even though these roles might overlap as is the case of VET teachers working in WBL).[21] What quality of Teachers and Trainers in WBL is, turns out to be also more difficult to define as the working contexts of teachers and trainers can be different as they both operate in the education system and the world of work.[22] The topic of quality teachers and trainers is taken up in the Guiding Principles for High-performance apprenticeships & work-based learning[23]:

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[14] European Commission (2012). Rethinking education: investing in skills for better socio-economic outcomes. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. COM(2012) 669 final.

[15] Council conclusions of 20 May 2014 on effective teacher education, OJ C 183, 14.06.2014, pp. 22-23.

[16] Conclusions on effective teacher education. Education, Youth, Culture and Sport Council meeting. Brussels, 20 May 2014.

[17] European Commission (2015). Riga Conclusions 2015 On A New Set Of Medium-Term Deliverables In The Field Of Vet For The Period 2015-2020, As A Result Of The Review Of Short-Term Deliverables Defined In The 2010 Bruges Communiqué.

[18] For instance, TALIS 2013 focused on the following aspects of the learning environment, which influence the quality of teaching and learning in schools: school leadership; teacher training, including professional development; appraisal and feedback to teachers; teachers' pedagogical beliefs, attitudes and teaching practices; teacher's reported feeling of self-efficacy, their job satisfaction and the climate in the schools and classrooms in which they work; teachers' mobility. OECD, 2014. TALIS 2013 Results. An International Perspective on Teaching and Learning. Paris: OECD. In addition, see: Volmari, K. Helakorpi, S., Frimodt, R., (2009). Competence framework for VET professions: handbook for practitioners. Helsinki: Finnish National Board of Education. See www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/560/111332_Competence_framework_for_VET_professions.pdf; see as well: ETUCE (2008), Teacher education in Europe, an ETUCE policy paper.

[19] Volmari, K. Helakorpi, S., Frimodt, R., (2009). Competence framework for VET professions: handbook for practitioners. Helsinki: Finnish National Board of Education. See www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/560/111332_Competence_framework_for_VET_professions.pdf

[20] Cedefop (2013), Trainers in continuing VET: emerging competence profile. CEDEFOP is currently working to update existing material on VET teachers. Buiskool, B., Broek, S.D, van Lakerveld, J.A., Zarifis, G.K., Osborne, M. (2010), Key competences for adult learning professionals. http://ec.europa.eu/education/more-information/doc/2010/keycomp.pdf. Kirpal, S., Wittig, W. (2009). Training practitioners in Europe: perspectives on their work, qualification and continuing learning. University of Bremen: ITB.

[21] The OECD has launched in 2015 a study on the economic and social benefits of WBL, which includes the publication of six papers on six WBL-related topics but does not explicitly focus on teachers and trainers. The topics of the study are: the costs and benefits of apprenticeships; work-based learning: incentives and implementation; work-based learning and school-to-work transition for at-risk youth; work-based learning and productivity; recognising skills acquired through work-based learning; work-based learning and career advice and information. For further info, see: http://www.oecd.org/edu/skills-beyond-school/work-based-learning.htm.

[22] See: VET Teachers and Trainers in Finland, Publications of the Ministry of Education, Finland 2006:41: http://www.minedu.fi/export/sites/default/OPM/Tapahtumakalenteri/2006/10/eu_16_1710/VET_Teachers_and_Trainers.pdf

[23] European Commission (2015). High-performance apprenticeships & work-based learning: 20 guiding principles.

- Principle 10: Motivating and supporting companies to assign qualified trainers and tutors;
- Principle 14: Enhancing the attractiveness of apprenticeships by raising the quality of VET teachers;
- Principle 20: Supporting the continuous professional development of trainers in company and improving their working conditions.

## *1.2 Objectives of the study, demarcation and scope*

As discussed in the previous section, the importance of WBL is increasing in Europe. In addition, the important role that teachers play in providing educational quality is not disputed. There is however limited information available on the professionals (teachers and trainers) working in WBL both in the VET institutions and the companies.

### 1.2.1 Objectives

At EU level there is fragmented information on the diversity of types of teachers and trainers active in WBL (such as titles, functions and roles), their working contexts, their employment status, how they are initially trained, their teacher/trainer qualification, how they entered the profession, and how they professionally develop themselves during their career. Moreover, systematic analysis is lacking on existing governance frameworks and professional practices in Member States.

Analysis on these issues is relevant to discuss existing practices and provide suggestions on how to support and ensure the high competence of teachers and trainers in the field of WBL. Within the framework of the ET2020 working group on VET, in the period 2014-2015 (focussing on WBL and Apprenticeships) the legal framework and governance framework related to teachers and trainers was identified as an important aspect of quality apprenticeship systems. This topic is made into one of the key focus areas of the 2016-2017 Working Group. Key questions that the WG will focus on in this respect concern[24]:

- Does the legal framework on apprenticeships/WBL concern VET Teachers and Trainers?
- What other acts/models regulate and guide TT in WBL/Apprenticeships?
- What are the partnerships' arrangements and the allocation of policy and operational responsibilities?
- Are there adequate financial mechanisms and incentives?

Given this background, the study aimed at providing the ET2020 Working Group on VET (2016-2018) content-related intermediate results on governance, professionalisation and continuous dialogue throughout the course of the study. In this, the overall objective of the study is expressed as follows:

**Overall objective:**
to map and analyse existing approaches and project examples with regard to WBL teachers and trainers at national, EU and transnational level, that focus on:

- Governance structures which aim to ensure high competence of teachers and trainers in WBL;
- Professionalisation opportunities for teachers and trainers in WBL/apprenticeships;
- Continuous dialogue between teachers and trainers with the aim to

[24] See PPT on the Webinar 27 April 2016.

improve the quality of WBL.

Based on this mapping and analysis, the study identifies existing frameworks, policy approaches and cooperation at national and organisational level; qualifications/competence profiles or frameworks/sets of competences; methodologies, cross-institutional networking opportunities and schemes for systematic professional development and good practice examples. The study provides recommendations and proposes follow-up actions at the EU, national, sector, providers' and company level.

### 1.2.2 Demarcation and scope

The following demarcation is applied to define the scope of the study on teachers and trainers in WBL in Europe:

- **WBL in formal VET**: The focus of this study is on teachers and trainers involved in work-based learning in formal VET. The learning and working should take place within the framework of obtaining a VET qualification. Furthermore, WBL in VET is a broad concept ranging from full apprenticeship systems to school-based simulation companies of school-based practical training. In this study a pragmatic rather than a theoretical approach is taken in the demarcation, taking into account the different stages of development of country's apprenticeship and alternance schemes. Therefore, the focus is first and foremost on existing apprenticeships and alternance schemes. This being said, also school/VET centre-based VET, which includes on the-job training periods in companies and finally to WBL that is integrated in a school/VET centre-based programme will be taken into account.
- **Country coverage**: The study covers all EU Member States. As far as sector partnerships and transnational projects or programmes are considered, the collected information covers the participation of third countries' stakeholders, outside of the EU, in case such are involved in the projects and partnerships.

As indicated in the introduction, the study concerns the quality of WBL in a time when WBL is considered to be more and more important. When focusing on quality of WBL, this study particularly focuses on the quality of the teachers and trainers as the most important in-school factor for quality education. As work-based learning takes place in different learning venues, the study looks at both the school-based part (teachers) and the work-based part (trainers in company). In addition, it looks at the cooperation and dialogue between the two learning venues. In this set-up, the study looks at:

1. **Governance arrangements** in place for teachers and trainers. This concerns the framework as described in different policy documents that regulate the professions in WBL in VET institutions (teachers) and companies (trainers).
2. **Professionalisation arrangements** for teachers and trainers. This concerns the professional development possibilities along the 'professionalisation continuum', covering initial teachers/trainer education, early career support and continuous professional development.
3. **Cooperation between schools and companies**, focusing on the quality of teachers and trainers. This concerns the level at which

cooperation on quality teaching and training is organised and how in countries in practical terms cooperation is operationalised.

In the chapter 2 to 5, per topic, further details and demarcations are provided concerning the scope of the study and how governance, professionalisation and cooperation are understood.

## *1.3 Methodological approach*

The study consisted of four parts:
1. an inventory on governance arrangements and professionalisation of teachers and trainers in work-based learning;
2. an in-depth study of case studies and projects focusing on continuous dialogue especially at the level of institutions and between teachers and trainers;
3. studying examples of (European) projects focusing on continuous dialogue;
4. analysis of the material gathered and reporting.

The methodological approach contained desk research on existing literature and interviews with key informants and stakeholders.

### 1.3.1 Map teacher and trainer profiles, governance and professional development arrangements

The aim of this research step is to map the types of professionals working in WBL in VET institutions and companies, how they are governed and what professional development arrangements exist. The data collection took a three step approach:

- **Review of the thematic country perspectives by Cedefop's Refernet:** Cedefop and the Refernet correspondents drafted country articles on "Supporting teachers and trainers for successful reforms and quality of VET – mapping their professional development in the EU". By reviewing of the country articles the relevant information related to the governance aspects was included in the data collection template. The Refernet articles were found to contain information on some legal frameworks and acts that cover the subject but did not cover fully the governance and professional development arrangements for teachers and trainers in WBL. Hence additional data collection through desk research was conducted.
- **Interview with members of ET2020 Working Group on VET:** To complement the information and validate the findings, an interview was scheduled with the members of the Working Group. They were asked to provide additional information concerning available governance and professional development arrangements for teachers and trainers.[25]
- **Completing inventory and conducting cross-country analysis:** On the basis of the available information, the country fiches were filled in and a cross-country analysis was conducted focussing on mapping different models for governance available in the EU MSs; the areas that are covered in the governance frameworks; and professional development possibilities provided.

### 1.3.2 Conduct case-studies on practices of cooperation and continuous dialogue

To shed light on the continuous dialogue, especially at the level of institutions and between teachers and trainers, the research team selected

[25] The annex includes a list with interviewees.

ten country cases. Although each country case focuses on a particularly interesting initiative at the institutional and teacher/trainer level, it can refer to other existing frameworks for cooperation and dialogue at higher institutional levels.[26] It needs to be emphasized that the cases are not necessarily 'best' practices as there are no solid criteria for making such an assessment. The study identified practices that provide an insight in how cooperation is organised in the countries and will gather the lessons learned from those countries to inform others in further developing cooperation arrangements.

Case studies were identified through a review of the literature, referrals from experts and suggestions from the Steering Group. A selection took as its starting point the initiatives which looked more promising in terms of level and extent of cooperation from the analysis of the thematic country perspectives by Cedefop's Refernet. The final selection was made in agreement with the Steering Group. The final number of ten case studies is also aligned with the parameters of the study in terms of data collection and analysis. It also enabled the research team to carry out an in depth analysis of each case study which illustrates cooperation and continuous dialogue under different dimensions, namely from more specific initiatives such as the work placement of teachers in companies (FI) to more general approaches and mechanisms of cooperation such as partnerships and mutual dialogue (AT). It is important to mention that the cases were also selected to provide a comprehensive framework of a range of different national contexts, from contexts in which cooperation is a well-established practice to contexts in which is marginal or less developed.[27] The following country cases were selected:[28]

***Table 1.1. Selected country cases with their specific focus***

| MS | Specific focus |
|---|---|
| Finland | How the work placements of teachers in companies are organised and facilitated in terms of funding, recognition and responsibility |
| Sweden | State fund for teachers to gain work-specific competences via in workplace training |
| Germany | How a continuous and structured dialogue between VET stakeholders and social partners is organised as a series of |

[26] In the countries' case studies a specific focus will be on evaluations of the practices, but from a first assessment it can be concluded that often these initiatives are not evaluated. This because they are often a (small) part in an overarching system and not specifically looked at in an evaluation; they are often not part of a specific programme or projects which has objectives against which the implementation can be evaluated.

[27] The research team considers these latter cases equally relevant because, despite the socio economic challenges and the status of VET, they show an increasing awareness and promising emerging initiatives towards cooperation.

[28] Concerning geographical balance, Member States are selected from all parts: Nordic (2), Eastern (2), Southern (3), Western (1) and Central (2). Concerning different VET regimes, a state-regulated school focus (7) and state-regulated workplace focus (3) is selected (as these are most dominant in Europe, these are selected above a practice from a country with a market-regulated workplace focus). On the division of responsibility for quality of TT, the allocation is as follows: The quality of TT is a joint responsibility of VET institutions and companies and hence cooperation is ensured (5); the quality of TT is the responsibility of VET institutions but companies are involved in developing and implementing policies (1); the quality of TT is the responsibility of the VET institution, companies are not involved in the development and implementation of policies (1). The selection includes countries where the cooperation is part and parcel of the VET system (4); and countries where the cooperation is initiated in a project or recent reform/initiative (6). This, related to covering different governance systems allows the research team to see what type of cooperation arrangement might work under which conditions, allowing an assessment on transferability of lessons learned in the countries.

| MS | Specific focus |
|---|---|
| | meetings, projects, events which ensure information and coordination of cooperation to ensure that VET meets the needs of the labour market |
| Austria | How a continuous and structured dialogue between VET stakeholders and social partners is organised as a series of meetings, projects, events which ensure information and coordination of cooperation to ensure that VET meets the needs of the labour market |
| The Netherlands | How a continuous and structured dialogue between VET stakeholders and social partners is organised as a series of meetings, projects, events which ensure information and coordination of cooperation to ensure that VET meets the needs of the labour market |
| Cyprus | Cooperation between teachers in VET institutions and trainers in companies on professionalisation and quality delivery of work based learning |
| Croatia | Cooperation between teachers in VET institutions and trainers in companies on professionalisation and quality delivery of work based learning |
| Portugal | How cooperation and exchanges of information between VET institutions and companies is ensured during all the phases of practical training at the work place |
| France | Example of overarching approach to bring closer schools and companies with an aim to better prepare learners in making education and career choices |
| Czech Republic | How the internships for teachers and the tandem approach where teachers and trainers team up are organised and facilitated in terms of funding, recognition and responsibilities |

The case studies are based on a review of existing information available through the thematic country perspectives by Cedefop's Refernet, website searches and literature review employed to identify the topics for the analysis and to highlight the conceptualizations regarding key terms such as cooperation and partnership. Furthermore, (semi structured) interviews enabled us to integrate the existing information on the cooperation initiatives undertaken in each country. Interviewees were representatives from Ministries but also VET stakeholders with a direct role in cooperation, such as school principals, school inspectors, employers' representatives.[29]

### 1.3.3 Conduct study of projects related to governance and professionalisation of teachers and trainers in WBL

The study took into account five examples from projects and initiatives (from Lifelong Learning Programme and Erasmus+ programme or other national or EU programmes). The selected projects concern interesting transnational initiatives and tools to stimulate the development of governance structures and professional development initiatives of teachers and trainers in WBL. The purpose is to ensure that what was developed elsewhere finds its way in the discussions around governance and professional development at European level. The main source for potential

[29] The complete list of interviewees is provided in the Bibliography of the case studies.

projects was the Compendium of projects of the Work Based Learning 2020 Network (NetWBL). The Compendium contains 150 projects in total.[30]
The projects' selection has been done according the four criteria listed below:

- Projects which possess a strong focus on the two aspects at the core of our study, namely governance and professionalisation; for example projects which develop initiatives for VET stakeholders involvement and cooperation and projects which support the professionalisation of Teachers and Trainers in WBL;
- Validity and reliability of the projects, in particular identifying projects which have already stable results in terms of time and context and thus can offer "transferable features" (transferred as a whole or some mechanisms of them) for other countries;
- Projects which focus on competences/skills/roles of trainers (as according to the preliminary findings of the study, the provisions on trainers are less developed with respect to the provisions for teachers);
- (Some) projects are selected which focus on SMEs.

Based on these criteria, five projects are selected[31], see table 1.2 below.

***Table 1.2. Selected projects***

| Title of the project | Leading country (lc) / partners | Duration | Goals of the project relevant for the current study |
|---|---|---|---|
| VETatWork[32]: recognize and validate skills and qualifications gained by alternating school and work experience at national and European level | Italy (lc) – Austria, Estonia, United Kingdom, Germany | 1/11/2012 - 31/10/2015 | - Reinforce network of VET institutions/providers, enterprises and social partners to allow active participation to WB<br>- Provide guidelines for VET staff and enterprises staff regarding skills gaps and competences needed |
| Skills 4 work[33]: developing work based learning model for VET: partnership between VET and Business | Ireland (lc), Slovenia, Germany, Northern Ireland | 01/09/2014 - 31/10/2016 | - To extend employer participation in work-based learning practices across partner countries<br>- To set up a VET and Employers Working Group in each partner country<br>- To provide access to VET teachers and tutors with tools and resources for successful |

[30] The thematic network NetWBL aims at identifying and clustering the best project initiatives in the field of Work Based Learning implemented in Europe through the Lifelong Learning Programme with the purposes of realising a "toolkit" which can supports the promotion and dissemination of WBL experiences in the different countries involved. Available at: http://smpf.lt/uploads/dokumentai/Compendium_2015.pdf (link accessed on the 8th of August 2016).
[31] The four projects listed in the table are from the Compendium and concern those which offer a strong focus on Teachers and Trainers and support the development of policies and actions in this field. The fifth project has emerged during the fieldwork of the study.
[32] http://www.vetatwork.eu/
[33] www.skills4workproject.eu

| Title of the project | Leading country (lc) / partners | Duration | Goals of the project relevant for the current study |
|---|---|---|---|
| | | | implementation of WBL into their programme and practices |
| Introduction of Elements of Dual VET Slovak Republic[34] | Slovakia (lc), Austria, Germany | 01/10/2014 - 30/09/2016 | - To increase the mobilisation of SMEs to engage in VET<br>- Implementation of a platform for experience exchange for stakeholders<br>- Development of a training concept for training supervisors |
| Qualitools for IT trainers – improving the learning process, learning outcomes and learning transfer in IT training[35] | Poland (lc), Austria, Bulgaria, United Kingdom, Portugal | 01/09/2015 - 01/09/2018 | - To enhance the professional development of VET teachers and trainers<br>- To support work-based learning of ICT teachers regarding evaluation and quality assurance in training |
| "Developing Apprenticeship: In-Company Trainer Training and Apprenticeship Promotion"[36] | Jerusalem Labour Market Training Centre (Lithuania); Finland, Belgium; Estonia, Latvia | 01/09/2015 - 01/09/2018 | - Develop an In-Company Trainer Training Programme Model apprentices and /or similar<br>- Develop a Resource Kit for In-Company Trainer. It will be a collection of instructions to remind the main principles on the preparation, training and evaluation of trainees |

#### 1.3.4 Analyse the data gathered and arrive at conclusions and recommendations

Based on the research conducted, conclusions are drawn and recommendations are provided to further stimulate the professional development of teachers and trainers in WBL and apprenticeships.

### *1.4 Structure of the report*

The study aims to map and analyse existing approaches in a number of specific areas. The report is structured in such a way that each Chapter focuses on one topic related to teachers and trainers in WBL:

- Chapter 2 maps the job profiles of the professionals working in WBL.

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[34] https://www.bibb.de/de/25632.php
http://www.minedu.sk/national-authorities-for-apprenticeships-introduction-of-elements-dual-vet-slovak-republic/
[35] www.qualitools.net
[36] http://www.employers.ee/wp-content/uploads/Information-Bulletin-Meeting-in-Vilnius.pdf ; http://en.lddk.lv/projekts/developing-apprenticeship-in-company-trainer-training-and-apprenticeship-promotion/

- Chapter 3 focuses on the governance arrangements associated with teachers and trainers.
- Chapter 4 concerns the professional development arrangements.
- Chapter 5 deals with the cooperation and continuous dialogue in place.
- Chapter 6 brings the evidence together, draws conclusions and presents recommendations.

# 2 TEACHERS AND TRAINERS IN WBL

## *2.1 Introduction to Teachers and Trainers in WBL in formal VET*

A sharp line differentiating teachers and trainers and the various terms employed in many different European countries context is not straightforward given the diversity of orientation among VET systems. In most of the European countries, the term teacher is generally employed to define personnel in primary schools, secondary schools and initial vocational education and training institutions. The teaching profession in VET is generally more heterogeneous than in general education. This "fragmentation" of the profession reflects the variety in types of VET delivery and the dual operation in both the education system and the world of work[37]. Different attempts to provide overviews of VET teachers and trainers end up with detailed categories of VET staff in reflection of the different models of school-to-work transition and the variety of profiles and functions within different educational settings.

A starting point for most analyses is the distinction between teachers and trainers. The term "VET teacher" generally designates personnel in secondary level schools and VET colleges in the public initial VET education system. The term "trainer" usually refers to professionals involved in apprenticeship systems, on-the-job and off-the-job training and, more generally, in private sector training markets. Covering the whole spectrum, Grollmann and Rauner identified six profiles for teaching and training staff based on a comparative study across ten countries:[38]

1) Teachers or lecturers working in formal school or college settings and giving instruction in vocational courses;
2) Instructors and laboratory assistants working in school or college settings in vocational laboratories;
3) Others who teach with a high degree of autonomy or sometimes act as assistants to other vocational teachers;
4) Trainers, tutors and others in enterprises who integrate training and education functions into their jobs with varying degrees (from incidental to full-time teaching of trainees and apprentices). In dual systems, this function is often separated from human resource development functions within companies, while in others this distinction is not strongly maintained;
5) Instructors and trainers working in labour market training institutions supported by governments and public authorities, often with a strong focus on social inclusion and basic occupational competences;
6) Instructors and trainers working in employers' organisations, such as chambers of commerce, sectoral training institutions or privately-run training companies and providers that focus on upgrading technical competences, training in communication skills, etc.

These profiles provide a relevant insight in the various WBL roles in VET institutions (profile 1-3) and in companies (profiles 4-6). As with any

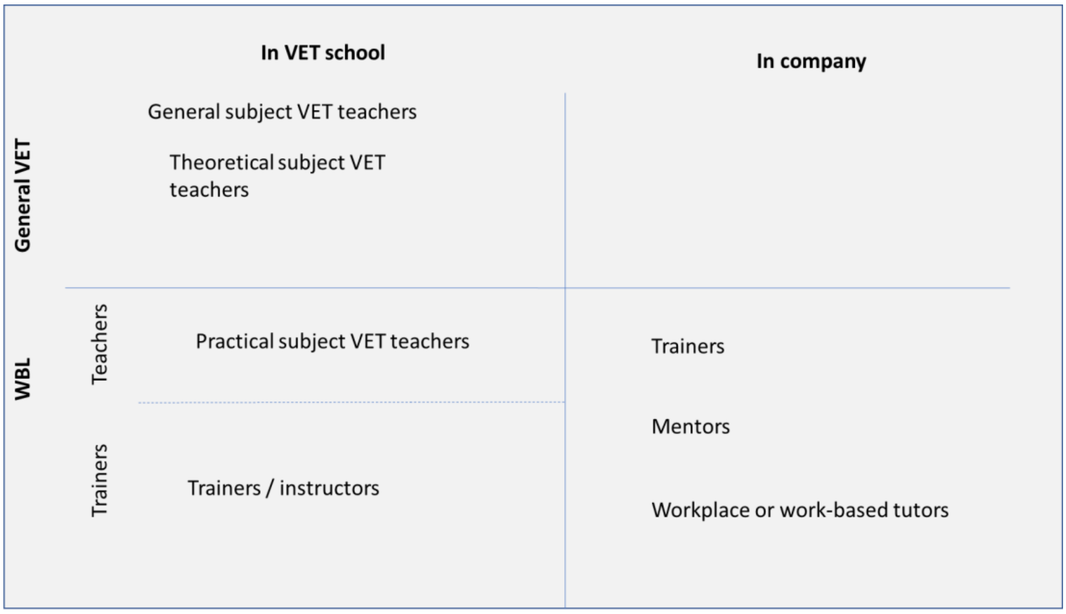
[37] See for example Grollman, P., & Rauner, F., (Eds) (2007). International Perspectives on Teachers and Lecturers in Technical and Vocational Education, EI, Brussels); Nielsen 2012, Rauner (1999), Cedefop (2009) "Competence Framework for VET Professions and VET Teachers and Trainers in Finland, Publications of the Ministry of Education, Finland 2006:41: http://www.minedu.fi/export/sites/default/OPM/Tapahtumakalenteri/2006/10/eu_16_1710/VET_Teachers_and_Trainers.pdf (Visited June 5, 2015)

[38] Grollman, P., & Rauner, F., (Eds) (2007). International Perspectives on Teachers and Lecturers in Technical and Vocational Education, EI, Brussels).

categorisation, differences also exist within these categories, such as the type of public institution, the educational level or the background and qualifications of staff involved. Cedefop provides a similar distinction, whereby teachers operate largely in non-profit public schools while trainers mainly operate in workplace based training in enterprises and market-environments.[39]

This study recognises that distinctions are never clear cut and that there are many grey areas. This concerns for instance to what extent general VET teachers, or theoretical teachers are involved in WBL, and how they relate to practical subject teachers, or in-school trainers and instructors. Another issue is that the job title of trainers is used both in companies and in schools. The following figure provides an overview of types of professionals, where they work and to what extent they are linked to WBL.

***Figure 2.1. Overview of professionals, where they work and how they are involved in WBL***




*Source: Authors*

Although the study recognises the challenges in clearly demarcating teachers and trainers operating in WBL, this study follows the Cedefop definition and categorises teachers and trainers **on their place of work**, either employed by the VET institution (teachers) or the company that deals with administration, training, development and quality assurance and networking[40] related to providing work-based learning (trainers). Organisationally, the group of teachers and trainers, who train, guide, supervise, and coordinate WBL consists of:

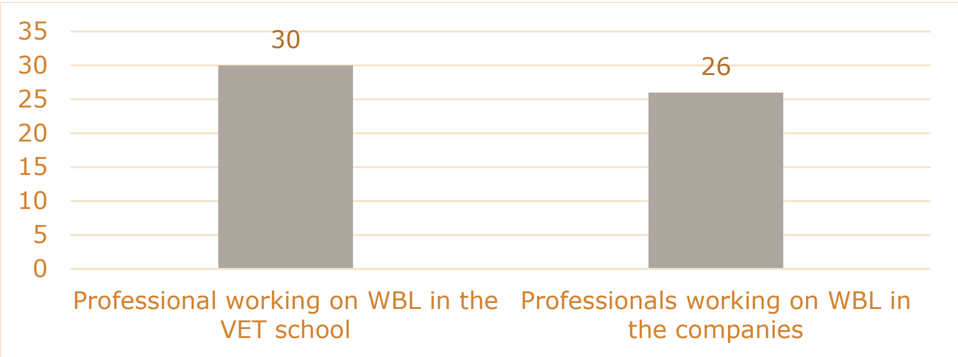
- **those who perform their tasks rather in the VET institution.** They can be responsible for delivery and development of the programme, and

[39] Cedefop (2009). Modernizing vocational education and training: Fourth report on vocational training research in Europe: background report, Vol. 2, Cedefop Reference series; 70 (Luxembourg, Office for Official publications of the European Union).
[40] Volmari, K.; Helakorpi, S.; Frimodt, R. (eds) (2009). Competence framework for VET professions: handbook for practitioners. Helsinki: Finnish National Board of Education. http://www.cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/560/111332_Competence_framework_for_VET_professions.pdf [accessed 02-05-2016]. See as well http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers.

also includes teaching professionals in VET institutions without formal teacher qualifications (such as instructors, or laboratory assistants);
- **and those who perform their tasks rather in companies or their associations** (trainers) that train students (both IVET and CVET) to obtain a formal VET qualification. This can include qualified trainers, but also skilled workers who perform training-related functions or oversee practical training of students/workers in the workplace.

The study made an inventory of professionals working in WBL across the EU. In total, it came across 116 different profiles of professionals that are associated with WBL. This first selection however contained a high number of teachers that are involved in teaching general subjects or theoretical subjects. As it remained uncertain whether they are indeed involved in WBL, these profiles are excluded from the analysis. Hence, in the end 56 profiles were identified that cover teachers and trainers in WBL. Figure 2.2 provides an overview.

***Figure 2.2. Distribution of profiles identified across the place of work***




*Source: database TT in WBL.*

In the following sections, these two groups of professionals are discussed separately. In each section, job definitions are discussed, their roles, responsibilities, and the minimum requirements.

## 2.2 Professionals in WBL in the VET institutions

This section explores the diversity of types of professionals engaged in work-based learning in VET institutions, and how these different job definitions affect their roles. After this initial exploration, our attention moves to a more detailed description of teaching in WBL; it describes the competences required to teach in work-based learning settings in VET institutions and assesses the responsibilities of these teachers in different MS. Thirdly, this section analyses access to the teaching profession, by looking at legal provisions revolving around the minimum requirements for WBL teachers in VET institutions.

### 2.2.1 Role of the professionals in WBL in VET institutions

EU MS have different views on the functions and roles of a professional in a work-based learning setting, and subsequently define its roles and responsibilities in different ways as well.

In total, as indicated in Section 2.1, 30 profiles are identified (based on the job title and additional information). The following table provides an overview of the titles.

*Table 2.1.* ***Overview of job profiles of professionals in WBL in VET institutions***

| MS | Job profile |
|---|---|
| AT | Teachers of occupation-related practice |
| BE | Teachers/trainers of practical subjects in school workshops or simulated environments |
| BG | Trainers |
| CY | Teachers in vocational training subjects |
| CZ | Teachers of practicum |
| CZ | Teachers of vocational training |
| DE | Practical work teacher (special teacher for vocational practice) |
| EE | Vocational Teacher (as defined in the Estonian Vocational Educational Institutions Act) |
| ES | Technical teachers |
| FI | Teachers |
| FR | Vocational path trainers |
| FR | Trainers |
| HR | Vocational trainers |
| HR | Teaching associates in training |
| HU | Vocational trainers in schools |
| IE | Apprenticeship instructor |
| IE | Apprenticeship lecturer |
| IE | Tutor |
| IT | Trainers in vocational training centres (and other training organisations) |
| LV | Teachers of vocational subjects |
| MT | Tutor (VET Teachers) |
| NL | Teacher |
| NL | Instructor |
| PL | Teachers ( general, subject of practical) |
| PT | VET trainers |
| RO | Teachers of vocational subjects |
| RO | Instructors-Foremen |
| SI | Teachers of vocational modules-practical lessons |
| SK | School-based trainer |
| UK | Trainers |

*Source: database TT in WBL*

Table 2.1 clearly shows how teaching professionals in VET institutions are most often described as teachers, but also as trainers, instructors or tutors. With the diversity in titles, the views on the responsibilities of these professionals also differ. While most professionals are referred to as 'teachers', their role is increasingly moving towards guiding and enabling learning in cooperation with different teachers and working life representatives. Teaching professionals in VET institutions are experts in vocational competence, guidance of learners and assessment. In on-the-job learning, they ensure that the learner has an opportunity to perform the work tasks that enable him or her to acquire the vocational skills defined in the vocational upper secondary qualification requirements. Professionals in the VET school familiarise the learner and the workplace instructors with the vocational skills requirements in the qualification requirements as well as the assessment targets and criteria. They often provide support to workplace instructors in the instruction and assessment of the learner and provide help in any practical matters they encounter.

In CZ for instance, a teaching professional is made responsible to implement activities in the area of teaching, education, special needs education or pedagogy and psychology, with immediate effect on learners. In FI, the role of the teacher in vocational upper secondary education and training is diverse and based on broad and close cooperation with representatives from industry sectors. In the Netherlands, VET teachers are responsible for developing and delivering educational programmes for learners. They provide study and career counselling, supervising workplace placements (internships) and mentoring. As such, the teaching professional in VET institutions has an important role in ensuring the quality of on-the-job learning and developing contacts with working life. Teachers are also responsible for the development of the (educational) team which delivers the education and training programme and they are as well responsible to keep themselves up to date professionally (i.e. professional development). Moreover, teachers are also responsible for the coordination of teaching activities and to contribute to quality assurance and innovation of the curriculum. Tasks mentioned reflect the role of VET teachers in general but some of the tasks can be divided among teachers within a school. Teaching professionals who have the status of 'teacher' are thus a 'jack of all trades', meaning they can fulfil multiple roles within the VET institution.

The function of in-school trainers / instructors tends to be more specific than that of WBL teachers. They can be instructors of practical vocational skills training within either practical training modules at workplaces, simulation companies and practicums within the VET institutions and VET centres. In-school trainers are those trainers that operate for example as a 'vocational path trainer' (FR), or a 'teacher' offering practical vocational training or instruction in simulation workplaces (in school) (HU, HR, LU & NL). Similarly, they can also be practical training or apprenticeship instructors, the role in which they accompany learners during WBL parts of the school-based programme (e.g. BE, CZ, HU, IE & PL). In-school trainers offering practical vocational skills training sometimes do so in a practical simulation arrangement (e.g. simulation companies) within the own VET-institution.

### 2.2.2 Competences required for VET school professionals

The variety of profiles, levels and responsibilities has a clear bearing on the competences that teaching professionals in VET institutions are required to have. The minimum qualification level set for teaching professionals involved in work-based learning depends to a large extent on the role that specific VET practitioner has in VET institutions. Teachers in WBL are generally required to possess at least technical upper secondary education in combination with professional experience in their area of expertise. Some type of pedagogical training (at tertiary level) is generally mandatory, though industry professionals are generally permitted to start teaching at VET providers while initiating their pedagogical training. Requirements for trainers in VET institutions are less clearly defined, but are often implicitly part of similar VET legislation. Only in a limited number of cases, specific requirements are set for teaching staff without formal teacher status in VET institutions.

**Minimum requirements for teachers in WBL in Finland**

In Finland education providers are responsible for employing their teaching staff. They also determine the types and number of posts needed. Teachers are recruited in an open process, publicly advertised in newspapers, professional journals and relevant websites. Each education provider decides who is responsible for appointing new teachers. It may be the education committee or another equivalent committee, the municipal board, the school board or – especially in the case of temporary and short-term substitute teachers – the principal. While teachers are required to have a Master's degree and pedagogical training, education providers themselves can lay down additional criteria. The aim is to select a professional who is both qualified and suitable for both the position in question and the school community.

In addition to minimum requirements on qualification levels, most MS formulate explicit competence requirements for teachers by means of decrees, acts and/or regulations (AT, BE, CZ, EE, FI, FR, LT, LU, MT, NL, PL, SE, SI, SK, UK Wales). Such legal provisions tend to apply to all types of teachers in an educational system, and are not specific to teachers in WBL. A first major distinction between MS is between MS that only define the most basic requirements for teachers (AT, CZ, DE, DK, EE, FI, FR, HR, SE, SI, SK, UK) and MS that define more detailed competence categories or more extensive and detailed competence frameworks (BG, HU, IE, IT, LU, LT, LV, NL, PL, PT). These requirements on competences vary across MS, depending on their educational system, their teaching training practices and level of governance. This study synthesised the various competences defined for teachers in work-based learning in table 2.2 on the next page.

***Table 2.2. VET teacher competences formulated***

| Main categories of teacher competences: | Specific examples: |
|---|---|
| Pedagogical competences | - Development of pupil/student personality (HU)<br>- Helping pupils to become autonomous (LU)<br>- Provides the students / participants a safe learning and working environment that supports to make choices that assist in his or her development (NL) |
| Didactical & methodological competences | - Knows various educational strategies, methods and techniques for teaching, educating, learning and motivating students (BG)<br>- Adaptation of education to individual requirements (HU)<br>- Utilise technology, including multimedia resources, effectively and appropriately to aid learning (IE)<br>- Ordering and utilizing information from different sources and effective use of information technology (PL) |
| Subject knowledge | - Thorough knowledge of the subject (HU)<br>- Creates a powerful learning environment, including by bringing the learning aspect in connection with the knowledge of the profession in society (NL) |
| Communication & relational skills (inside and outside the VET institution) | - Set clear, challenging and achievable expectations for learners, be able to plan and communicate accordingly and motivate and assist learners to become agents in their learning (IE)<br>- Must maintain good contact with the parents or guardians of students / participants as well as with colleagues of (learning) companies and institutions where his school cooperates with. He must also ensure that his professional actions and those of others, beyond the school, are well matched. He must ensure a good cooperation between the school and companies and institutions (NL) |

| | |
|---|---|
| Professional (self-) development | - Reflects critically on their own teaching skills (IE)<br>- Has a good idea of his/her own competences, strengths and weaknesses (NL)<br>- In connection with the tasks and responsibility tied with the profession, teachers should constantly be involved in raising their qualifications (PL)<br>- Reflects on their practices, relying on experience, research and other relevant resources to the assessment of their professional development, particularly in their own training project (PT) |
| Reflective practice & assessment | - Knows how to assess the qualities and suitability of educational and teaching materials, developed to meet different educational needs (BG)<br>- Uses a range of strategies to support, monitor and assess learning, students' approach to learning, progress achieved, and give feedback (IE) |
| Organisational & group management skills | - Assisting and development of the establishment of learning groups and communities (HU)<br>- Contributing to school management and development (LU)<br>- A teacher who has interpersonal skills is able to give good leadership in class (NL). |
| Research competences | - Research competence (IT) |

*Source: database TT in WBL*

Only a handful of MS have formulated necessary competences and minimal requirements for VET teachers in WBL specifically; most of the competences are general requirements applying to all (VET) teachers. Where specific requirements are set for VET practitioners, they often apply both to VET teachers in theoretical subjects as teachers in WBL (AT, DK, EE, FI and IE). In Finland for instance, the qualification requirements for vocational subjects are set out in the Government Decree on teaching qualifications (Finnish Government, 1998). It requires that teachers in common core subjects completed a master degree in those specific teaching subjects (at least 60 ECTS), complemented by pedagogical studies of another 60 ECTS. In Estonia, the Vocational Educational Institutions Act (Sept 2013) introduced changes to qualification requirements for teachers to reduce barriers for people to become a VET teacher. It now concentrates on the competences of future VET teachers, to be determined by the head of VET school, rather than their formal education. In Denmark, the VET Pedagogical Diploma is mandatory for VET teachers to obtain early in their teaching career[41]. This diploma is built around a specific set of learning outcomes in terms of competences, knowledge and skills, which effectively functions as the minimal requirements for teachers in VET.

**Competences requirements for teaching WBL in Belgium**

While at least one type of teacher diploma is indispensable in order to be appointed as a teacher (i.e. benefit from all the aspects of the status), it is not necessary to complete the diploma before being hired to teach in VET institutions. In the 1970s, regulations were eased to increase the number of IVET teachers and find competent persons in their field.

- In certain situations, a person without the required diploma could be authorised to teach if s/he was deemed to hold a "diploma deemed sufficient." The French-speaking government defined which diplomas could be deemed sufficient, and thus be used in place of teacher training certification for each teaching function.
- Admission to teaching duties based on "useful experience" (recognition of attainments), specifically for technical courses and occupational practical courses, including accompanying personnel in CEFA (Centres d'éducation et de formation en alternance [Work-Linked Education and Training Centres]; part-time education).
- Conditions of these two types must be combined in order to gain admission to certain positions. A teacher's diploma is therefore not an absolute requirement for admission to the teaching profession.

In some cases, VET laws do not only formulate the minimum competences and/or requirements for teachers, but equally apply other educational workers and pedagogical staff, such as trainers, but also psychologists, head masters and special needs teachers (CZ) or even all civil servants involved in the provision of education (DE).

## *2.3 Training professionals in companies*

This section explores the diversity of trainers' types active in WBL. This analysis starts by exploring the differences in how MS define the profession of a trainer in work-based learning settings in VET education, and how these definitions affect the view on the roles of these training professionals. Subsequently, the analysis presents how these views on the roles of trainers in companies affect the minimum requirements set by for trainers.

[41] http://diplom.uc-dk.dk/diplomuddannelser/paedagogiske/erhvervsp%C3%A6dagogik.html

### 2.3.1 Role of WBL training professionals in companies

As indicated in Section 2.1, 26 job profiles are identified of professionals in WBL who work in the companies. This category of trainers in company can include qualified trainers, but also skilled workers, who perform training-related functions or oversee practical training of students/workers in the workplace. The following table provides an overview of the different job profiles.

***Table 2.3. Overview of job profiles of professionals in WBL in companies***

| MS | Job profile |
|---|---|
| AT | IVET trainers (company-based part of dual training) |
| BE | Practical training instructors who accompany students during work-based learning parts of the school-based programmes |
| BE | Practical training instructors who accompany students during work-based learning parts of the school-based programmes |
| BG | Mentor |
| CZ | CVET trainers |
| CZ | Instructor of practical training |
| DE | In-company trainers (dual system) |
| DE | CVET teacher and trainers (e.g. self-employed, external trainers, unpaid volunteers, freelance workers, subject specialists, company employees). |
| DK | Apprentice tutors or practical training instructors |
| ES | Trainers/tutors |
| ES | Tutors/trainers |
| FI | Workplace instructor |
| FR | Tutor or apprenticeship mentors |
| HR | Craftsmen with a license for apprenticeships |
| HU | Practical training instructor in companies |
| IE | Work based tutor |
| IT | Tutor in apprenticeship / Company tutor |
| LU | Apprentice tutors in companies |
| LV | Supervisors of practical placements |
| LV | Tutors |
| MT | Mentors |
| NL | Tutors |
| PL | Trainer (practical training instructors in companies) |
| SE | Trainers |
| SI | Mentors in companies |
| SK | Instructor |

*Source: database TT in WBL*

Training professionals in companies are most often referred to as 'work-based' or company tutors' (ES, FR, IE, IT, LV, LU, NL, RO), 'apprenticeship mentors' (BG, FR, SI), 'in-company trainers' (DE) or licensed Craftsmen (HR). In Finland they are referred to as 'workplace instructors', i.e. working professionals (i.e. skilled workers) in companies with the responsibility to 'supervise' (instead of to instruct) students in the workplace. Some countries explicitly distinguish between IVET trainers (AT) or CVET trainers (DE, CZ). This shows the diversity of definitions used across the EU to describe trainers in companies. This broad country review concludes that even where similar terms are used, terms should not be used interchangeably across MS, as similar names may have different meanings in different MS. Table 2.4 below summarises for a small number of MS the actual job description of trainers in companies.

***Table 2.4. Examples of definitions of 'trainers'***

| MS | Trainer in company |
|---|---|
| France | Person who is responsible for training the apprentice, for taking on the role of tutor in company and is tasked with contributing to the apprentice's acquisition in the company of skills for the qualification. |
| Ireland | Qualified craft persons overseeing the work and training of apprentices during the on-the-job phases of the apprenticeship programme. |
| Spain | These trainers/tutors should not only guide the learning process for the student/apprentice, but they should also monitor the apprentices during the training period within the company. They deliver training or care for apprentices' practical learning. |
| Bulgaria | A mentor in company who participate in elaborating and updating curricula for practical training in a real working environment; develop illustrative, didactic and other materials necessary for the training; and have various responsibilities for the quality provision thereof, including actual provision of training in the company. |
| Slovakia | Practical training in companies is offered by instructors under coordination and supervision of trainers of the respective VET school. Instructors are practitioners employed by companies. Qualification requirements prescribed for instructors are 'lower' compared to trainers affiliated to the VET institution. |

### 2.3.2 Competences required for trainers

As shown in section 2.2, European MS tend to set minimum requirements for teaching professionals that start working for VET institutions. This is different for trainers in companies, who are often recruited for a trainer position from within the company. They are nominated by their employer to take up the position of work-based learning trainer in the company, while continuing their own function as well (e.g. DE, FI, NL). This section explores the requirements put in place by MS for such appointments. This study finds that the requirements on these trainers in companies vary substantially more than those of teaching professionals in VET institutions, and on various aspects. It may include for instance previous qualifications, working experiences and pedagogical skills of the professional.

Formal frameworks that define the knowledge, skills and attitudes that trainers should possess are only found in a few MS (i.e. DE, FI, IT, NL), and even in these MS, the trainer competences defined are often a suggestion to companies, and are not binding. This does not mean that such frameworks for training competences are completely absent in other MS. Skills and competences for trainers can also be included as part of the competences defined for their occupational profiles, instead of in a separate occupational profile for trainers. To understand the types of competences included, table 2.5 presents a number of illustrative examples of trainers in companies' competences in WBL along the main categories of competences.

***Table 2.5. Examples of required trainers' competences***

| Main categories of trainer competences: | Specific examples: |
|---|---|

| | |
|---|---|
| Pedagogical, andragogical, psychological competences | - Attunes his way of educating on the task maturity and learning of the participant (NL)<br>- To support apprentices with learning difficulties through individual design of the training and learning guidance, reach supportive aids if necessary and consider to provide the possibility to extend the training time (DE) |
| Social, communicative and motivational skills | - The IVET trainer must be able to create conditions conducive to learning and create a motivating learning culture which includes give and receive feedback (DE) |
| Practical training content | - IVET trainers must be able to create on the basis of training regulations a company training plan, which is geared particularly toward professional and business processes typical for the work (DE)<br>- Makes an induction programme (NL) |
| Guidance monitoring, evaluation and assessment | - Assessment of a candidate's competences through tests for competence-based qualifications (FI) |
| Didactical & methodological competences | - Views information about the training institute, the needs of the participant and the opportunities within the training company to examine how the learning objectives can be achieved (NL)<br>- Planning of vocational skills demonstrations and/or competence tests (FI) |
| Legal framework and responsibilities | - Understand their own functions and the contractual elements of the sector and/or company in terms of training (IT) |
| Personal development & cooperation | - The workplace instructor develops his or her own work as an instructor (FI)<br>- Manage relationship with people outside the company that are involved in the apprentice's training (IT) |

More often, minimal requirements on trainers in companies do not include specific competences, but vary substantially on other types of requirements that are in place. For example, trainers in companies should not be younger than 18 years (AT) and they should have a minimum amount of years of working experience in the specific sector, most often 3-5 years of experience (BG, IE, IT, PT, SI). Often the demanded amount of years of experience are associated with the qualification level of the professional. University graduates are often required to have less years of working experience than professionals with a secondary educational degree. Trainers in companies should thus also meet with the requirements regarding their own education.

For example, they should at least have the same level of qualification for which the apprenticeship is qualifying (NL), they should have a craft certificate or further education (IE) or they should be specialists in their branch (LV) and/or have a Master Craftsmanship qualification (HU, SI,

DE). In various MS there are also requirements concerning the successful completion of specific training programmes, generally in the field of pedagogical competences (i.e. PT, RO, DE). In Romania, trainers should have a secondary education for trainers in apprenticeship/work placements to function as trainers in company. In Germany trainers in company who carry the responsibility for the students' development during the in-company placement, if they do not have a Master Craftsmanship qualification, should have passed the Trainer Aptitude Regulation (i.e. AEVO).[42]

## 2.4 Key findings on teachers and trainers in WBL

**Key finding 1:**
**The role of teachers in VET institutions is generally well defined, and further elaborated through minimum competence requirements. In VET institutions, teachers are part of broader regulatory frameworks that apply to the entire education and training system. Except for a few cases, the role of trainers in companies is less specifically defined. The role and competences of trainers in companies are generally defined by sectors and the minimum trainer requirements are generally not expressed in terms of specific trainer competences, but focus on years of experience and position (management) in the company.**

From a selection of 116 profiles of teaching professionals in VET, the study found 56 profiles across the EU that were active in work-based learning. These were split out based on their place of work; 30 profiles refer to teaching professionals in VET institutions, and another 26 profiles exist for trainers in companies.

Among the 30 job profiles of professionals in VET institutions active in WBL, a variety of VET teachers, tutors and trainers can be found. The job profiles analysed for teachers and trainers active in VET institutions suggest that teachers may take up similar roles as trainers and provide instruction in the VET institutions in a simulation lab. More generally however, teachers in work-based learning in VET institutions also tend to be responsible for theoretical background in vocational subjects. Also, usually teachers are responsible for the curriculum, whereas trainers in their institutions are running the practicum, and are generally expected to know the curriculum. Teachers also tend to be more often responsible in the relations with companies, supervising the progress of learners trained by trainers in company. Although these differences exist in practice, most requirements tend to focus solely on teachers, and in various occasions implicitly encompass other professionals working in VET institutions.

Trainers in company were assessed separately, for which 26 job profiles were found. Given the variety in names and titles used for professionals across MS, their roles and responsibilities are also different. In some MS, trainers are seen as mentors, that help learners find their way, in others they serve more a practical instructors, and yet another possibility is that they supervise learners in their development in the company. These different roles also come with different competences requirements, though in general, the requirements for trainers in companies are considerable less formal and defined that those for teacher professionals in VET institutions. Moreover, requirements for trainers focus less on specific teaching

[42] More on pre-service programmes can be found in paragraph 4.2.1.

competences, but tend to include aspects such as years of experience, and the correct certifications to work in the position. In most cases such ‘requirements’ are mere recommendations and are not binding; only in a limited number of MS, trainers are required to enrol in additional training programmes on pedagogy.

# 3 GOVERNANCE OF TEACHERS AND TRAINERS IN WBL

## 3.1 Introduction to governance of teachers and trainers in WBL

As emphasised by studies on teacher policies (often focusing on primary and secondary education)[43], teachers do not work in isolation; they are an integral part of much wider systems that influence their motivation, attitudes, effort and performance. Countries that seek a high quality and effective teaching force need to ensure that there is a sound overarching teacher policy; quality teacher management systems; and effective teacher professional development systems.[44] The same is true for work-based learning: a governance framework for teachers and trainers in WBL contributes to delivery of quality work-based learning. There are different types of policy documents by which professionals in WBL can be covered, such as shown in figure 3.1:

***Figure 3.1. Types of policy documents covering professionals in work-based learning***

| | |
|---|---|
| Education policy | Education policies can define the status and responsibilities of teachers. These sometimes include the governance provision for teachers and trainers in VET as well. |
| VET policy | • Broad VET policies covering all aspects of the organisation and delivery of VET. |
| General teacher frameworks / policy | • These can be general teacher/ trainers policies which provide the governance provision for VET teachers and trainers as well. These can concern the possibilities for pre-service and in-service professional development. |
| Labour policy | • Labour policies, or sectoral governance frameworks and Collective labour agreements can include governance provision for trainers in companies' rights, responsibilities and possibilities for professional development. |
| Quality policy | • Policies related to quality assurance can put in place governance frameworks for teachers and trainers and their professional development. |

These documents can cover a variety of different aspects such as:

- **Legal status, rights and responsibilities**: This concerns whether the legal status of legal rights and responsibilities of teachers and trainers are covered in governance frameworks: is there a defined profile of the teacher and trainer?
- **Recruitment procedures of teachers and trainers (including requirements)**: This relates to whether the governance framework stipulates the recruitment procedure for becoming a teacher or a trainer and whether there are specific requirements one need to fulfil to become a teacher or a trainer.

[43] See for instance: European Commission (2014). Teacher Policy, Governance and Training: Issues and Evidence to support programming.
[44] European Commission (2014). Teacher Policy, Governance and Training: Issues and Evidence to support programming, p. 3.

- **Working conditions and payment of teachers and trainers**: This concerns whether the governance framework provides indications of the working conditions and payments. This also relates to whether there are career progression routes foreseen.

- **Identification of needs (needs analysis of teachers and trainers)**: This relates to how the governance framework deals with forecasting the future needs of and for teachers and trainers.

- **Mandatory objectives for improving teachers and trainers quality (e.g. benchmarks, standards)**: This concerns whether objectives are set for improving teacher and trainer quality in governance frameworks.

- **International mobility of teachers and trainers in WBL**: this concerns whether there is something arranged in governance frameworks concerning international mobility.

- **Dealing with Special Needs (disability, minorities etc.)**: this concerns whether there is any provision for teachers and trainers to deal with learners' Special Education Needs.

The policies contribute to the overarching governance framework of the teacher and trainer profession. In this chapter the governance frameworks are explored for those professionals working in WBL in the VET institutions and those that work in the companies.

## *3.2 Regulating the context of professionals in WBL in VET institutions (teachers)*

### 3.2.1 Governance frameworks regulating professionals in WBL in VET institutions

In order to understand how MS seek to ensure quality of teaching in work-based learning settings in VET institutions, this section explores in more detail the governance frameworks that are set. In the 28 MS, in total 161 governance frameworks were identified that regulate the various aspects of the teacher profession. Various types of policy frameworks could be identified, with multiple types of frameworks across various themes. The following table provides an overview of the types of policy frameworks and the types of policies covered by that framework.

***Table 3.1. Overview of policy frameworks for teachers***

| | Education policy | VET policy | General teacher frameworks / policy | Labour policy | Quality policy | Other | Total |
|---|---|---|---|---|---|---|---|
| Law | 35 | 28 | 13 | 3 | 2 | 1 | 82 |
| Regulation | 7 | 5 | 12 | | 2 | | 26 |
| Policy/Action plan | 4 | 13 | 5 | 4 | 2 | 3 | 31 |
| Agreement | 1 | 1 | 1 | 2 | 3 | 1 | 9 |
| Sub-law | 1 | | | | | | 1 |
| Other | 5 | 4 | 1 | | | 2 | 12 |
| **Total** | **53** | **51** | **32** | **9** | **9** | **6** | **161** |

*Source: database TT in WBL*

The overview indicates that national policies on teachers are mostly expressed in specific frameworks in the area of Education and VET laws (53 and 51 indicated). In broad terms, this confirms that teachers in work-based learning contexts working in VET institutions are regulated by the same legal frameworks as other VET teachers, or even general education teachers. These specific policy frameworks are generally complemented by more specific provisions on teacher policies (32 times), for instance with common provisions for minimum qualification levels, salary levels and provisions for continuing professional development that are equally applied to other types of teachers. The tables below provide illustrative examples of the governance frameworks in Austria and Italy. Both examples show that VET teachers are often covered in more general teacher or education policies, next to more specific information on VET apprenticeships in VET policy. Also, important to consider are the various policy or action plans which are developed in the educational field, aimed in the examples below on quality standards or the further development of professional competences of teachers.

***Table 3.2. Governance framework for teachers in WBL in Austria***

| Austria | | |
|---|---|---|
| Type of governance framework | On which subject / topic | Further explanations / Comments |
| Law | General teacher frameworks / policy | The 2005 Higher Education Act and the 2002 Universities Act regulate the initial training of teachers at general education and VET institutions. |
| Law | Education policy | The teacher is covered by the legal frameworks related to the school education[45] |
| Law | VET policy | The legal basis for the apprenticeship system is laid down in the Vocational Training Act. |
| Policy plan/ Action plan | Quality policy | The Education Ministry set out quality standards for in-service and continuing training in a policy document in December 2011[46]. |

*Source: database TT in WBL*

***Table 3.3. Governance framework for teachers in WBL in Italy***

| Italy | | |
|---|---|---|
| Type of governance framework | On which subject / topic | Further explanations / Comments |
| Law | Education policy | Law 107/115 (“La buona scuola”) is the most recent reform regarding education. The law establishes a set of guidelines for a comprehensive reform of the school education system. The main points of the reform concern: introduction of merit-based components for teacher salaries, teacher recruitment, school autonomy, curriculum, digital and language skills and work based learning reform. |

[45] Schulorganisationsgesetz; Schulunterrichtgesetz.
[46] See BMUKK (2011). Qualität der LehrerInnen-Fort- und Weiterbildung an den österreichischen Pädagogischen Hochschulen.

| Italy | | |
|---|---|---|
| Agreement | General teacher frameworks / policy | National level collective agreements – CCNL |
| Policy plan/ Action plan | Quality policy | National plan for e-schools for promoting the use of new technologies among teachers |
| Policy plan/ Action plan | Quality policy | Under the ESF 2007-2013 NOP "Competences for development" there are ongoing policy plans aimed at improving the quality of teachers in digital teaching methods, school-work pathways and youth disadvantages |
| Law | VET policy | "Consolidated act on Apprenticeship" (Legislative decree 167/2011) |

*Source: database TT in WBL*

What can be seen from the two examples (in tables 3.2 and 3.3) is that the legal frameworks do not solely refer to the VET sector, but to higher education as well because the programmes to become a teacher are provided by higher education providers. There are also specific WBL laws on the apprenticeship system that touch upon the teachers in VET institutions.

An interesting development is widening the legal framework to allow professionals from economic sectors to engage more in WBL. For instance in Hungary the 2011 VET act permits the employment of professionals from the labour market to instruct in VET institutions, particularly as trainers of practical subjects. Moreover, in 2015, policy plans were developed to introduce more flexible employment forms for professionals to teach in VET institutions. The main purpose of the plans was to allow temporary teaching in VET institutions and make this a more attractive option for such professionals. Similar initiatives with widening the legal framework are also considered in the Netherlands in the context of 'hybrid-model teachers': teachers that both work in their professional field and in education (including VET and WBL).[47] The box below provides an example of a project currently implemented in Rotterdam.

**Blue Careers – STC (Scheepvaart en Transport College)[48]**

The work in the sectors to which the Shipping and Transport College (STC) provides training is becoming increasingly complex and the demand for skilled workers increases. Fortunately vocational training to learn to work on board of ships, at a shipyard, in the port or in the logistics sector is becoming more interesting for young people. Education institutions such as the STC as a result, are constantly looking for teachers with up-to-date knowledge and sufficient work-based learning places. Blue Careers is a collaborative project in which the VET institution STC and the industry work together.
The goal of this project is twofold, the project partners work together in the recruitment and training of so-called 'hybrid' teachers: teachers who are part of their time in the classroom at the STC and the rest of the week continue to work at their maritime and logistics employer. The aim is to recruit ten teachers who are trained to function as teacher in

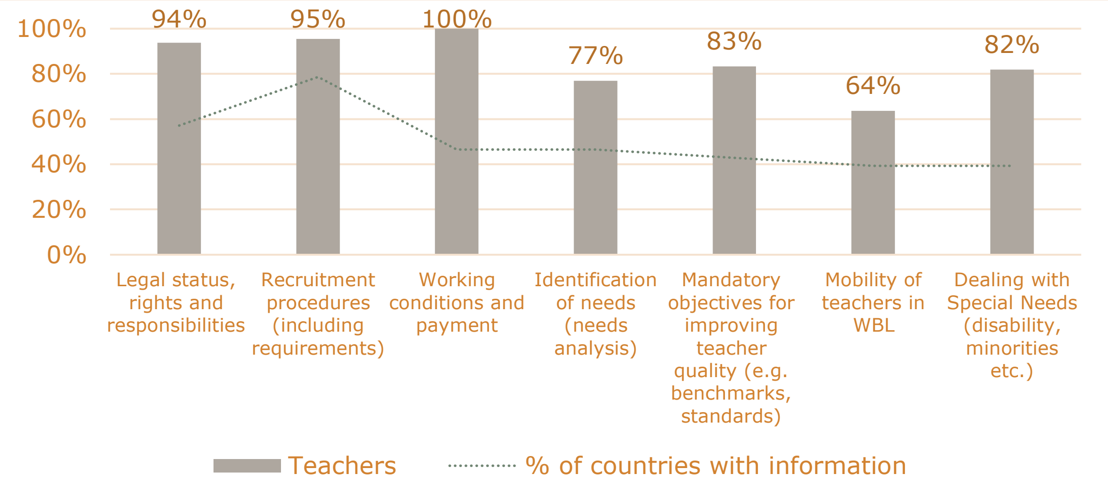
[47] See: Dorenbosch, L., Van der Velden, K., Plantinga, E., Bilkes, M. & Sanders, J. (2016). Crux van het Combineren: actieonderzoek naar gecombineerde rollen, beroepen en (loop)banen.
[48] See: https://stc-group.nl/projects/blue-careers

addition to their work in the maritime / logistics cluster. Besides their regular job, they will spend part of their time on educating employees of the future. Hybrid-model teachers receive thorough training to learn the necessary teaching skills and an experienced STC mentor accompanies them during their work for the VET institution. The project started on January 1, 2017. The project is co-financed by a grant from the European Union.

### 3.2.2 Topics covered by governance frameworks of professionals in WBL in VET institutions (teachers)

The governance frameworks cover various aspects related to teachers operating in work-based learning in VET institutions. In figure 3.2 information is presented on which aspects are covered by the governance frameworks in the countries. The bars in the figure show the percentage of all relevant frameworks referring to the various topics, while the line indicates for how many MS information on frameworks was collected (topics covered or not covered in frameworks).[49]

***Figure 3.2. Topics addressed in governance frameworks related to teachers***




*Source: database TT in WBL*

The figure clearly shows that, where relevant legal frameworks were identified for MS, these often refer to the various quality aspects of teaching. Furthermore, all referred to working conditions (100%), and most include explicit references to the legal status of teachers (94%) and recruitment procedures (95%). The least amount of references were found in relation to the mobility of teachers. The paragraphs below explore in more detail how each of these elements are addressed in the respective governance frameworks.

**Legal status of teachers**

The legal status of teachers in WBL, their rights and responsibilities in most MS are covered by education laws, VET-related legislation, or by codes for civil servants. This concerns, for instance, the School related legal frameworks (AT), Vocational Training Act and Jurisdiction of the Federal

[49] In Section 3.4 a comparison is presented between professionals in WBL in VET institutions (teachers) and professionals in WBL in companies (trainers).

Lander and an Agreement adopted by the Conference of Ministers of Education and Cultural Affairs (KMK) (DE), Public service code (FR), Public Education Act and VET Act (HU), Vocational Education Law (LV), Education professions act (NL). In this, the professionals in WBL in VET institutions have usually the same status as other VET teachers. There can be a difference between those having a formal teacher qualification and those that do not.

In most countries, the teacher in WBL is considered a civil servant (for instance in Germany, Belgium, Cyprus, France, Greece), whereby the rights are agreed upon between the (regional) State and the teachers' unions. In Belgium, for instance, the career of teachers (public schools and private schools subsidised by the government) is organised based on a "status," a set of rules inspired by those used for civil servants. The status is the set of standards, negotiated by and between the government, the networks and trade unions of teachers, which structure the career of teachers (job security, career mobility, level of remuneration and other benefits, etc.) Each status obviously entails criteria for admission to the profession. For certain categories of IVET instructors (e.g. for industrial and craft activities), more relaxed procedures for admission prevail. It is worth noting that in an effort to protect the teaching profession, these measures entail a less advantageous status than those based on admission via the required diploma. In Cyprus, teachers working in public schools and public institutions of tertiary vocational education are civil servants with their conditions of service detailed in Government laws and schemes of service. There are also countries where the teachers are not civil servants and where collective agreements have been made between the VET providers and the teachers' unions (for instance the Netherlands).

The responsibilities of the professionals in WBL in VET institutions lie mostly with delivering practical lessons in-school or practical modules within companies. These trainers can be (formally) teachers functioning as trainers or can be working professionals who are hired to teach practical vocational subjects. In Croatia, for example, the vocational in-school trainer usually has a finished professional study. They are engineers in certain areas and their education does not include pedagogical-psychological education, but it is acquired subsequently (i.e. during the first year of their work in the school they go through pedagogical-psychological and didactical-methodological training). In Ireland school-based trainers deliver training during classroom based training phases, thus relying on more simulated training areas within the school.

**Working conditions of teachers**

The basic working conditions of teachers in work-based learning contexts are generally regulated by broader teacher regulations, which in some MS can be as broad as to cover not only all teachers, but also all civil servants in general. The working conditions of teachers are roughly set in the same way as those of other types of teachers, and depend on the more specific mechanism of wage setting and involvement of social partners in each MS. In some MS, the working conditions are laid down in laws set out by the Ministry, or are laid down in collective labour agreements. Teachers' salaries are in most countries paid for by the State, regardless of how they are regulated by laws or collective agreements. Only in a limited number of cases, more specific details apply to teachers in work-based learning settings. In the UK for instance, these teachers may be full-time employees of the VET providers, but their employment terms also specifically allow them to work part-time in the industry.

**Identification of needs (needs analysis of teachers)**

The analysis of needs for teachers in work-based learning is generally done in cooperation between VET providers, inspectorates and the central authority. Such a needs analysis may include future qualification needs for teaching staff, which can inform future hiring (and budgeting) decisions, or can be used to identify focus areas for targeting continuing professional development for the existing body of teachers. In this regard, for some countries it is known that VET providers conduct internal staff appraisals (such as in BG, EE and RO), in which needs for additional training and education can be identified. Such appraisals are part of regular inventory exercises (for instance at the start of the school year), specific action plans at the policy level often provide an additional boost to such mapping exercises. In other countries needs analysis is performed by the Ministry of Education or the agency responsible for teachers' professional development. In Denmark for instance, the Ministry of Education has conducted an analysis on the competence needs of VET teachers in order to accommodate the goals of the "Improving Vocational Education and Training reform". As part of this reform additional budget had been allocated as well to act on the needs identified by targeting CPD specifically on those identified needs. In order to prepare the annual plan for the 'National Strategy for the development of training staff', in Bulgaria the Ministry of Education does collect various data concerning training staff in VET, where VET institutions themselves are responsible for determining the qualification needs of their own teaching staff. In Hungary, data on the amount and placement spread of both teachers and in-school trainers in public education institutions is annually collected by the Ministry of Human Resources. This way information is gathered for example about teachers and trainers working without the required qualifications within VET institutions. In the Netherlands analyses show that due to demographic change and strengthened developments in economic sectors, there will be a future shortage of VET teachers in technical, occupation-related subjects. The VET providers are currently developing an action plan to combat these shortages. One key element is to make VET attractive and to make the VET provider an attractive workplace.[50]

**Mandatory objectives for improving teacher quality (e.g. benchmarks, standards)**

MS aim to improve the quality of teaching in work-based learning by setting mandatory objectives, which provides direction for VET providers and inspectorates to focus on. With regard to teachers in work-based learning, these objectives tend to focus on continuing professional development and qualification requirements on teachers. In the Netherlands, the Adult & Vocational Education Act (WEB) requires colleges to establish and maintain a system of quality assurance. This system aims at ensuring conscious and systematic assurance of quality of the education provided, and includes a specific focus on teachers. It requires institutions to monitor and evaluate teachers' functioning, and to reformulate individual targets set. In Poland, a 2012 VET reform was initiated with a broader aim, i.e. to improve quality of VET education and its attractiveness, by making it more responsive to the needs of the labour market. Even such broader quality reforms target teachers specifically; it requires not only changes in curricula and examination systems, but above all changes in the preparation and qualifications of VET teachers. For that reason, the reform attaches importance to VET teachers' professional development, in particular terms of their vocational knowledge and skills in the subject they teach. In other MS as well (for instance in DE, DK, HR, LT, LV, PT, SI, UK), improving quality tends to concentrate on professional development, for instance by

[50] See Ockham IPS (2015). Onderzoek naar mogelijke tekorten onderwijsgevenden in de technische sectoren in het mbo.

setting minimum qualification standards, or minimum amounts of additional yearly trainings.

**International mobility of teachers in WBL**
Provisions on mobility are not often included in national quality frameworks, or legislation that deals with (VET) teachers in work-based learning settings. International mobility for teachers can be a relevant route to develop vocational education teachers' knowledge, skills and experiences, and as such increase the quality of teaching in work-based learning. Particularly the possibilities of Erasmus+ in this regard are highly relevant, as these provide opportunities to exchange practices by international study visits or other exchanges. With the support of Erasmus+, Northern-Ireland for instance offers various schemes to allow VET curriculum managers and staff to experience contemporary professional practice and develop new approaches to teaching, training and learning, across the border. These exchanges allow VET teachers to visit other similar training institutions in Europe, as well as attend training courses in their sector abroad. In Malta, Erasmus+ projects are set up that aim at improving the professional development of VET teaching staff specifically. For example, one of such projects provided staff and learners with the learning and training opportunities to keep abreast with developments in their sector. Another interesting example could be found in Wales, where a project sought to increase the use of electronic portfolios that could be used to support the professional development of educators as well as improve their ability to access employment across Europe.

**Dealing with Special Needs**
Governance frameworks incorporate on different levels how teachers in work-based learning settings should take into account special needs (such as disabilities or minorities) and should take care of special needs learners and accommodate their learning through their teaching practice. In most MS, such regulations are most often generally framed and aimed at fundamental rights, laws or policies of special needs learners and teachers' responsibilities in general. These regulations are thus not the regulations aimed specifically at VET policy or VET teachers. Such general provisions for instance require VET providers to offer equal opportunities to learners, thus calling for special provisions for learners with special needs. In Greece, for instance an ESF co-funded programme aims at the implementation of specialised educational support to learners with disabilities or/and special educational needs in general education schools (parallel support etc.) through properly trained teaching staff supporting learners with disabilities or/and special educational needs in the classroom in parallel with the class teacher. In Italy, teachers who wish to teach disabled learners attend a special course in formal education and have to pass a State exam to be admitted into State schools. In Cyprus, the European Agenda for Adult Education for the years 2014-2015 involved the organisation of seminars which sought to enhance the knowledge and skills of adult educators who teach vulnerable adult learners.

There are also instances where there are requirements for VET teachers. These requirements are not included in national legislation, but it is the VET providers who set their own internal policies for special needs. In the Netherlands, an inclusive approach to education is applied, whereby VET institutions are responsible for dealing with the specific needs of learners. To enable learners with special needs to follow a regular VET program, teachers should integrate them in the class and provide additional support. Schools therefore have to tailor-made the programme to meet the needs of these learners. This puts additional attention to the role of the teacher and

mentor in guiding and assisting the learner throughout the programme, including the work-based learning part.

In Austria, the teachers who complete formal additional training on dealing with special needs are also explicitly tasked to be more in contact with the companies that are part of the dual track in order to support them in dealing with special needs learners.

#### 3.2.3 Concluding remarks on the governance of professionals in WBL in VET institutions (teachers)

What can be concluded is that governance frameworks for teachers in WBL in VET institutions are generally in place: many different frameworks deal with teachers in WBL (laws, policies, labour agreements etc.) and in most countries many topics are discussed in these frameworks. That being said, the collection and analysis of EU data also shows that teachers in WBL in VET institutions are in many countries treated the same way as teachers in general education, with similar provisions and under the same governance frameworks. Also, consider MS where teachers are governed by the same legal frameworks that regulate all civil servants. This can lead to situations where the governance frameworks are not sufficiently attuned to the needs and requirements of teachers in a work-based learning context. Such needs and specific aspects of WBL are, for instance, the high level of (technical) subject knowledge, close relationships with stakeholders in the economic sectors, different pathways into the teaching profession, and more emphasis on guidance and mentoring. These elements are fundamentally different from the labour market of general teachers. For teachers in WBL potential employers are the VET providers, but also the companies in their economic sector. Hence, to be able to continue successful recruitment of teachers in WBL, VET providers need to compete with companies. In addition, as legal frameworks are generally attuned to general teachers, this challenges implementing new developments such as hybrid-model teachers and dual career teachers: working both for a company and a VET school.

### *3.3 Regulating the context of professionals in WBL in companies (trainers)*

#### 3.3.1 Governance frameworks regulating professionals in WBL in companies (trainers)

In total, within the 28 MS, 50 different governance frameworks were found to govern the quality of trainers (see table 3.4). For trainers, governance resides mostly through laws on educational and VET policies (indicated 10 and 21 times). These trainers working in company are usually not covered by general teacher frameworks, labour policies and quality policies (respectively indicated 8, 3, 6 times).

***Table 3.4. Overview of policy frameworks for trainers***

| | Education policy | VET policy | General teacher frame-works / policy | Labour policy | Quality policy | Other | Total |
|---|---|---|---|---|---|---|---|
| Law | 7 | 13 | 3 | 1 | 1 | 1 | **26** |
| Regulation | 2 | 4 | 5 | | 3 | | **14** |
| Policy plan/ Action plan | | 3 | | 1 | | | **4** |

| | Education policy | VET policy | General teacher frame-works / policy | Labour policy | Quality policy | Other | Total |
|---|---|---|---|---|---|---|---|
| Agreement | | | | 1 | | | **1** |
| Sub-law | | 1 | | | | | **1** |
| Other | 1 | | | | 2 | 1 | **4** |
| **Total** | **10** | **21** | **8** | **3** | **6** | **2** | **50** |

*Source: database TT in WBL*

In general, most policy frameworks for trainers are found in the area of VET law (26 times mentioned). This is not surprising as work-based learning and the pronounced role of trainers within these apprenticeships and practical placements are characteristic for vocational education and training. In the tables 3.5 and 3.6 illustrative examples are provided of the governance frameworks in Latvia and Finland.

***Table 3.5 Governance framework for trainers in WBL in Latvia***

| Latvia | | |
|---|---|---|
| Type of governance framework | On which subject/topic | Further explanations/Comments |
| Regulation | Education policy | Learning practice organisation and students insurance arrangements (Cabinet of Ministers, 2012) |
| Sub-law | VET policy | Regulations regarding the ESF Operational Programme 'Human resources and employment' sub-activity 'Raising competence of vocational education teachers' (Cabinet of Ministers, 2009) |
| Law | Education policy | The Education Law (Saeima, 1998) |
| Regulation | Education policy | Multiple regulations: Procedure on how professional competence obtained outside the formal education system is assessed (Cabinet of Ministers 2011). Regulations on recognising the learning outcomes acquired in previous education and through professional experience (Cabinet of Ministers, 2012). |
| Policy plan/ Action plan | Labour policy | The Operational Programme 'Growth and Employment' for 2014-2020 (Ministry of Finances, 2014), which supports the development of professional and pedagogical competence of vocational education teachers, supervisors of practical placements and representatives from enterprises involved in WBL. |

*Source: database TT in WBL*

***Table 3.6. Governance framework for trainers in WBL in Finland***

| Finland | | |
|---|---|---|
| Type of governance framework | On which subject/topic | Further explanations/Comments |

| | | |
|---|---|---|
| Law | VET policy | According to the Vocational Education and Training Decree (same for teachers), the workplace involved in the training must have a sufficient number of employees with vocational skills, education and work experience relevant to the training and vocational skills demonstrations organised, in accordance with the qualification requirements for vocational upper secondary qualifications and competence-based qualifications, and who qualify as responsible trainers for the students. |
| Regulation | Educational policy | The 2011-2016 Education and Research Development Plan is the key document of the Finnish education and research policy[51]. It states that cooperation between vocational education and training and the world of work forms an integral part of education. The development plan includes provisions stating that the availability of sufficient training for workplace instructors must be secured. The possibilities of creating a permanent funding model for workplace instructor training are being examined and alternative ways of implementing such training are being developed. |
| Regulation | Quality policy | The quality strategy for vocational education and training for 2011–2020 made by the Ministry of Education and Culture presents a vision according to which education activities will increasingly be implemented at the workplace, in conjunction with work and in cooperation with workplaces. Workplace instructors will be supported in their activities and their skills will be strengthened through cooperation between education providers and employers. |

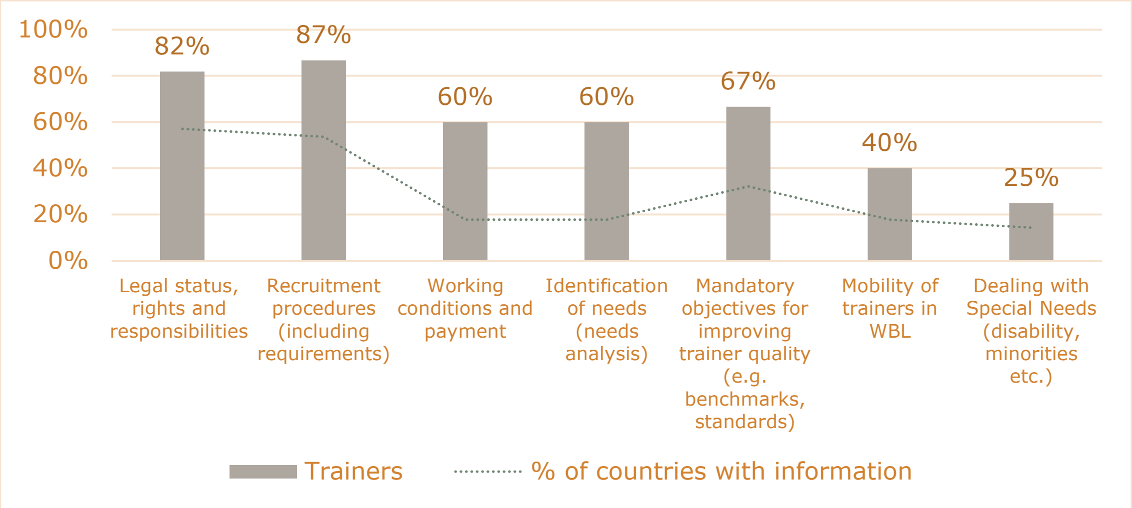
*Source: database TT in WBL*

### 3.3.2 Topics covered by governance frameworks of professionals in WBL in companies (trainers)

These governance frameworks cover various aspects related to in-school trainers and training professionals in company operating in work-based learning. In our review, we looked into the different topics addressed in governance frameworks regarding trainers. Figure 3.3 shows the overview of these topics.[52]

***Figure 3.3. Topics addressed in governance frameworks related to trainers in WBL***

[51] Policy document of the Finnish National Board of Education.
[52] In Section 3.4 a comparison is presented between professionals in WBL in VET institutions (teachers) and professionals in WBL in companies (trainers).




*Source: database TT in WBL*

The figure clearly shows how, where relevant legal frameworks were identified for MS, these often referred to the various quality aspects of training. Nearly all referred to legal status and recruitment procedures and requirements (respectively 82 per cent and 87 per cent), and a majority included explicit references to the working conditions, identification of needs and setting objectives for improving trainer quality (respectively 60 per cent, 60 per cent and 67 per cent). Least references were found in relation to the mobility of trainers and dealing with special needs education. The paragraph below explores in more detail how each of these elements are addressed in the respective governance frameworks.[53]

**Legal status of trainers**

Despite that in a majority of the MS the legal status of trainers is mentioned in governance frameworks, there is generally limited information available in the governance frameworks that provide insight in their legal status, rights and responsibilities. This means that it is often not clear who are the trainers, whether they have a special status compared to the colleagues in the companies, or what are their responsibilities. Where teachers are addressed by the more general education laws, teacher policies and regulations on (VET) education, the professionals operating in companies (trainers, instructors or tutors), often do not have part in these legislations as they are most often not considered to be part of the pedagogical staff within (VET) education (e.g. CZ, SK). For instance in Malta, there is currently no national legislation which regulates the qualification of mentors. However, Malta College of Arts Science and Technology (MCAST) has identified the need for providing professional development for those taking on this role. In Romania, tutors in company currently do not have dedicated statutes/legislation that concerns them. There is growing acceptance of the need for an institutional framework.

In MS where the dual system has been / is being developed, the position of the trainers working in companies is more prominently mentioned, mostly in VET policies and by sectoral labour agreements. In Germany, the status of trainers in company is recognised as such in the Vocational Training Act. In the Netherlands, the recognition of formal training companies is explicitly linked with the availability of responsible and knowledgeable tutors within the company, although they do not have a special legal status.

[53] Our reviews discovered no information on mobility schemes for trainers in company in work-based learning.

The trainers working in companies more often have responsibilities aimed specifically at the in-company provision of learning and related tasks. Of course, depending on the nature of the VET system in the MS, responsibilities can be broader. In Austria, the trainer not only has didactic competences (passed trainer exam), but is first of all a professional who trains the apprentice the trade within a real working environment. In France the apprenticeship mentor’s responsibility lies with contributing to the apprentice's acquisition of the necessary skills for qualification. In the Czech Republic the instructor of practical training is responsible for the students, including their safety at the workplace. Within this responsibility, the cooperation with pedagogical workers of the school – mainly with the teachers of vocational training and practicum – is emphasised in order to meet the objectives of the school’s educational programme.

**Working conditions and payment of trainers**
The basic working conditions for professionals in the role of trainers in work-based learning settings are generally not regulated by specific legal frameworks within the MS. Depending on the specific role of the trainer, different working conditions apply. Working professionals acting as trainers in company are most often subject to collective labour agreements in their specific sectors (as is the case of the Netherlands) and the responsibility for discussing conditions for working as a trainer in company within ones occupation lies with the employing companies and the employees themselves.

**Identification of needs (needs analysis of trainers)**
Very little information was found concerning the needs identification within the MS, providing an indication that the identification of needs for trainers in companies is not well developed in many countries. Information on the need for training staff in companies can be used for example to discover the possibilities for creating a permanent funding scheme for workplace instructor (trainer in company) training as is being analysed in Finland. The Finnish Ministry of Education and Culture also uses data to develop a vision on cooperation between VET-institutions and companies that will support workplace instructors and strengthen their competences.

**Mandatory objectives for improving trainer quality (e.g. benchmarks, standards)**
The standards to which to adhere are set within the competence requirements of trainers and the demand for specific initial trainer education/training and continuous development in-service. In some MS there are national agencies who are responsible for ensuring the quality of the apprenticeship or practical placement of trainers in company such as the Education and Training Boards (i.e. ETB’s) in Ireland who are responsible for providing the training programmes for trainers.

**Dealing with special needs**
In our review we found no countries where trainers working in companies are specifically trained or informed on dealing with special needs learners in work-based learning. The professionals functioning as a trainer could receive information through the initial or continuous training programmes offered, but there is no specific mention of special needs. As the working professionals have their own background, it does depend on the sector or company if more specialised staff is present. In Germany there are trainers in companies who have qualifications as a social worker or pedagogical worker (i.e. *Berufspädagoge*), having knowledge on dealing with special needs.

### 3.3.3 Concluding remarks on the governance framework of professionals in WBL in companies (trainers)

From the available information, it can be concluded that while trainers who work in companies are generally mentioned in the 50 different governance frameworks found in the EU MS (mostly laws and regulations on general education and VET policies), these frameworks do not very elaborately cover specifically the trainers in company. The handful of MS which have a (more or less developed) dual system in VET often have more elaborate governance frameworks in place in which at least some information can be found on these trainers.

## *3.4 Key findings on governance frameworks related to teachers and trainers in work-based learning*

**Key finding 2:**
**Teachers are better covered in VET governance frameworks than trainers who work in companies.**

The study identified in total 211 governance frameworks, which can be laws, regulations, labour agreements, policy plans and sub-laws. 161 were covering teachers in work-based learning working in VET institutions; 50 frameworks covered trainers who work in companies (see table 3.7).

***Table 3.7. Overview governance frameworks for teachers and trainers in WBL***

| | | Law | Policy plan/ Action plan | Regu-lation | Other | Agree-ment | Sub-law | Total |
|---|---|---|---|---|---|---|---|---|
| Teacher (in VET school) | Education policy | 35 | 4 | 7 | 5 | 1 | 1 | 53 |
| | General teacher frameworks / policy | 13 | 5 | 12 | 1 | 1 | | 32 |
| | Labour policy | 3 | 4 | | | 2 | | 9 |
| | Other | | 3 | | 2 | 1 | | 6 |
| | Quality policy | 2 | 2 | 2 | | 3 | | 9 |
| | VET policy | 29 | 13 | 5 | 4 | 1 | | 52 |
| Teacher Total | | 82 | 31 | 26 | 12 | 9 | 1 | 161 |
| Trainer (in company) | Education policy | 7 | | 2 | 1 | | | 10 |
| | General teacher frameworks / policy | 3 | | 5 | | | | 8 |
| | Labour policy | 1 | 1 | | | 1 | | 3 |
| | Other | 1 | | | 1 | | | 1 |
| | Quality policy | 1 | | 3 | 2 | | | 6 |
| | VET policy | 13 | 3 | 4 | | | 1 | 21 |
| Trainer Total | | 26 | 4 | 14 | 4 | 1 | 1 | 50 |
| **Total** | | **108** | **35** | **40** | **16** | **10** | **2** | **211** |

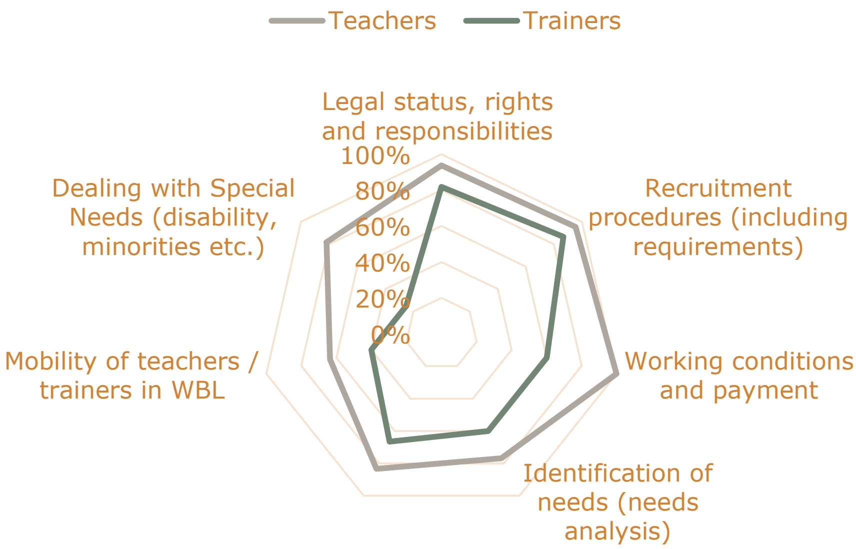
*Source: database TT in WBL*

**Key finding 3:**
**Concerning topics covered in governance frameworks, also here trainers are less covered compared to teachers in work-based**

**learning. Particular areas that lack coverage concern trainers' working conditions and payment, international mobility and dealing with learners' special needs.**

As indicated earlier, teachers are better covered by different governance frameworks. These frameworks describe in a quite detailed way the legal status, rights, responsibilities, and working conditions of teachers. Trainers are often covered by VET or education policies and the 'trainers' are often not explicitly discussed in teacher policies. In most countries, governance frameworks regarding trainers in WBL are formulated on a more general level, when compared to the more specific governance frameworks for teachers in WBL. As is illustrated by Figure 3.4, the legal status, rights and responsibilities and recruitment procedures might be covered in most countries, other topics only receive very limited attention.

***Figure 3.4. Topics addressed in governance frameworks related to teachers and trainers in WBL***




*Source: database TT in WBL*

The teachers in WBL in VET institutions often are, from a governance perspective, similarly covered as general VET teachers and usually have the status of a civil servant or are employed by the VET provider and are covered by collective labour agreements. Where for teachers in WBL in VET the profession of being a teacher is highly regulated, this is not the case for trainers in companies: The governance framework often departs from the perspective that it is not the *profession* of being a trainer that is regulated, but the *role* of trainer that a working professionals takes up in addition to its regular tasks. Because the trainers are employed by the companies in the economic sectors and are hence not part of the world of education, the topics are not covered by overarching policies but by individual company policies,
sectoral policies (either agreed with social partners).

# 4 PROFESSIONAL DEVELOPMENT OF TEACHERS AND TRAINERS IN WBL

## *4.1 Introduction to professional development: the 'teacher' continuum*

The professional development of teachers and trainers relates to different stages in the teaching career aligned along a continuum of teacher education. This continuum, which can be re-named as 'professionalisation continuum' "describes the formal and informal educational and developmental activities in which teachers engage, as life-long learners, during their teaching career"[54]. This educational career consists of three components: initial teacher/trainer education; early career period support; and continuing professional development (CPD)[55]. Even though it is referred to as a 'teacher' continuum, it equally applies to the professional development of trainers, who also benefit from initial support in training, support in the first practical training over time. Despite its value for both teachers and trainers, a systematic approach to these elements for teachers in WBL in VET institutions is generally absent, while the professional development of trainers in WBL in companies can even be less characterised by it. This section assesses in more detail the arrangements for the professional development of teachers and trainers in WBL, based on the three aspects of the continuum:

1. **Initial training of teachers and trainers (pre-service)**: This concerns teacher / trainer education typically before any form of qualification or certification related to the profession of being a teacher or trainer. This can be both a 3-5 year programme to become a 'specialist VET teacher', but also a 'top-up' programme on a non-teacher education related programme (i.e. a VET qualification or a higher education qualification).
2. **Induction / introduction of teachers and trainers (in service early career support (ECS))**. This early career support should provide organised support for teachers / trainers that recently enter their new working environment, in order to be better prepared for their role in WBL. This support is often provided to novice teachers by more experienced teachers.
3. **Continuing training of teachers and trainers (in service continuous professional development (CPD))**. Continuing professional development (CPD) relates to lifelong learning of teachers and trainers throughout their career to update continuously both the didactical, pedagogical quality and the vocational subject knowledge and skills.

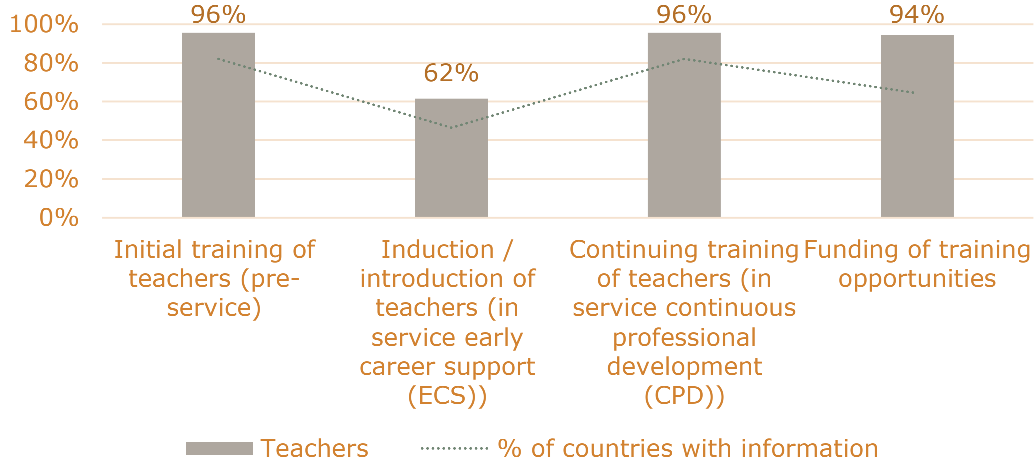
Within each 'step' in the teacher continuum, the study will highlight specific aspects such as scope, type, recruitment, access to the professional development type, duration of the professional development type, mode of delivery, responsibility for the professional development type etc. In addition, the issue of career guidance and support will be touched upon. This relates to whether there is any provision for teachers and trainers to support their career progression.

[54] Teaching Council Ireland (2011). Policy on the Continuum of Teacher Education. The continuum of teacher education has traditionally been referred to internationally as the "three 'I's" of initial teacher education, induction and in-career development.
[55] IBF (2013). Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe, volume 2.

## 4.2 Professional development of professionals in WBL in VET institutions (teachers)

The most pertinent regulatory frameworks that ensure quality in work-based learning extend to the professional development of teaching professionals in VET institutions. This section further explores the requirements MS have set for the professional development of VET institution staff in work-based learning. The analysis follows the logical cycle of teacher continuum, starting with initial teacher training, followed by induction and early career support. Subsequently, the study assessed the requirements on continuing professional development in work-based learning contexts. Below the professional development opportunities found throughout Europe for teachers in WBL are presented and discussed. The following figure provides an overview of whether governance frameworks cover initial teacher education, induction, CPD and funding.

***Figure 4.1 Coverage in governance frameworks of professional development possibilities for teachers in WBL***




*Source: database TT in WBL*

### 4.2.1 Initial Teacher Education (ITE) programmes

**Types of programmes offered**

The pathway for VET institution staff to be employed in WBL settings differs between countries and this affects also how the initial teacher education is organised. Pathways are relatively clear in MS where WBL teaching professionals simply fall under broader legislation for (VET) teachers. Here, the formal teacher education programmes and qualifications play a key role in regulating the teaching profession (see for instance in countries such as Germany). However, in MS with less regulations for VET, or WBL specifically, different pathways exist which sometimes do not pose formal requirements/restrictions with regard to initial teacher education to access the teaching profession. For instance in England, there is no longer a legal requirement for FE teaching staff to hold specific qualifications. Education providers were given the responsibility to decide upon the suitability of their teaching staff from 2013 onwards.

As a result, qualification requirements in England vary depending on the provider and job roles, but a QCF level 3 (EQF level 4) occupational qualification and a teaching qualification are often the minimum requirement for professions related to teaching in VET institutions.

Our review across the EU found that Initial Teacher Education (ITE) or pre-service programmes in almost all MS have qualifications in place for VET teachers (see table 2.5). Only in MT, no formal initial vocational education teacher training programmes exist[56]. Depending on the national context, a variety of pre-service programmes are offered to learners learning to teach in VET institutions, either as a teacher, or as trainer / instructor. No specific programmes were identified with a specific focus on teaching in WBL. In most countries, the initial teacher education programmes are offered by higher education institutions and are governed by higher education qualification frameworks. Initial training for teaching in VET generally combines theoretical and practical teaching elements in all MS, and does not distinguish between teaching staff in WBL contexts and teachers in theoretical subjects. If MS make a distinction in types of teaching programmes, this difference is made between programmes towards full-status teachers, and programmes for trainers / instructors (found in BG, HR, IE, LU, UK, EL), rather than between teaching in theoretical / practical VET.

In some cases, full-fledged training programmes are offered, combining pedagogical competences with more subject specific training in the area where the teacher will be teaching. Other MS merely provide the opportunity to 'top-up' prior obtained (technical) qualifications or experiences, with a small programme fully dedicated to pedagogical skills. These are presented in the table below.

***Table 4.1. Type of pre-service training programmes for teachers in WBL***

| Full programme most common | Top-up programme most common |
|---|---|
| AT, BE – WA, BG, CY, CZ, DK, DE, EE, EL, ES, FR, HR, HU, IE, IT, LV, PL, PT, RO | BE-FL, FI, LT, LU, NL, SE, SI, SK, UK |
| MT not included, because no programmes offered | |

*Source: database TT in WBL*

While various MS offer both a full programme and the possibility to 'top-up' existing skills or qualifications, table 4.1 presents the most popular route for teachers in VET institutions. In 18 MS a full programme is most common, against 9 MS where a top-up programme in addition to already gained experiences / qualifications is most often chosen. On paper, a top-up programme offers more flexibility and, where available, is the preferred option for professionals with prior (technical) experience in the sector. In fact, MS with top-up programmes for VET teachers generally allow teachers to start teaching when they start the top-up qualification, so before they officially gained their teaching qualification. In MS with full programmes, generally a longer period is necessary before teacher trainees are considered as autonomous teachers in work based learning contexts.

**Contents of pre-service training programmes for teachers**

The pre-service qualification programmes for teachers in WBL in VET institutions in all MS award substantial attention to pedagogical competences (see table 4.2). Top-up qualifications even tend to focus predominantly on pedagogical competences, often with a strong focus on teaching practice (BE – Flanders, FI, LU, NL, SE). This serves to

[56] Note that even though no formal initial qualification for VET teachers exists in MT, a 2015 reform of the apprenticeship provision had been initiated. It specifically required the professional development of mentors at the workplace, as well as preparation of VET trainers for on-site visits of apprentices at the workplace.

complement the technical skills already assumed by these qualifications, as obtained in the main VET qualification in the specific sector. Full programmes, on the other hand, tend to mix pedagogical competences with technical skills as well (BE-Wallonia, DE, EL, HU, IE, IT, PT). In a small number of MS, the focus of the teacher training programme is predominantly on pedagogical theory and considerably less on teaching practice, both for full programmes (CZ, EE, PL), and top-up programmes (LT, SK).

***Table 4.2. Type and contents of pre-service training programme for teachers in WBL***

| | Full programme | Top-up programme |
|---|---|---|
| broad mix of subjects (pedagogy / technical) | BE-WA, DE, EL, HU, IE, IT, PT | SI |
| pedagogy with strong practice component | AT, BG, CY, DK, FR, HR, LV, RO | BE-FL, FI, LU, NL, SE |
| Focus on pedagogical / psychological theory | CZ, EE, PL | LT, SK |
| *No data for UK, ES, MT | | |

*Source: database TT in WBL*

Across the EU, the institutions that provide teacher training (Higher Education Institutions: i.e. scientific universities and universities of applied sciences), are also responsible for their own programmes, in terms of determining entry, content and qualification requirements.

**Funding**

The review of training programmes shows that qualifications are always somehow supported by public funding, no data could be retrieved for all MS. Qualifications can be offered free of charge (for instance in AT, FI, SE), or provide possibilities for learners / VET providers to be (partially) reimbursed (such as in DE, EE, NL). In Cyprus and Poland, co-funding constructions have been used to fund the pre-service trainings with support of the European Social Fund (ESF). In the Netherlands, in principle the government provides funding for learners who want to acquire a teacher qualification (within the HE system learners receive a study-loan of which parts can be transformed into a gift once graduated within a specific time period). For funding of the top-up qualifications, through which industry professionals gain their teaching qualification (general pathway), generally the VET providers themselves are made responsible for the costs of the qualification or apply a form of cost sharing between the VET provider and the individual.

### 4.2.2 Induction / early career support (ECS)

Early career support helps teachers / trainers that enter their new working environment in VET institutions to prepare for their role in WBL. In principle, this becomes relevant *after* obtaining a teacher qualification, but in practice, its demarcation line can be rather blurry. The legal provisions for early career support in various MS in fact overlap with those of the final stages of the pre-service qualification. By means of internships, practically oriented training, and work-placements at the end of the teaching qualification, MS ensure that beginning teachers are supported in the first steps of their teaching careers, also in the area of work-based learning (FR, HR, IT, SI and RO). Whether implicitly or explicitly forming the bridge between pre-service qualification and autonomous practice, the importance of well-structured induction and support by peers through mentoring schemes is generally well understood across the EU. In 20 out of the 28 MS

references were observed to early career support for teachers in work-based learning environment. Such induction schemes can run from 2 years (SK) to only a few months, can involve in-depth counselling and continued training (IE), and can have quite different involvement of central authorities across the EU.

**Early Career Support – Ireland**

Early career support for teachers is provided to newly qualified teachers through the National Induction Programme for Teachers NIPT. The Induction Programme is a flexible learning programme, funded by the Department of Education and Skills and designed to meet the particular professional learning needs of newly qualified teachers (NQTs). The programme, which is coordinated by the National Induction Programme for Teachers (NIPT), builds on the learning that took place during initial teacher education. Also, it can be tailored by an NQT depending on his or her particular circumstances. Subject to an overall minimum of 20 hours of professional learning, NQTs may combine school-based professional learning activities with off-site workshops.

**Early Career Support – Estonia**

The Estonian Regulation on framework requirements for teacher training requires that VET providers offer support and assistance to newly qualified teachers as they enter the profession. The VET institution should develop a mentoring programme, allowing the new teachers to obtain support, counselling and feedback from their 'mentor.' This mentor is required to have at least three years' teaching experience and have completed a specific mentor-training. After conclusion of the first year, the beginning teacher is required to compile a development portfolio, complemented by a self-evaluation, which is to be evaluated by the mentor[57].

Due to the emphasis to practical teaching skills already in the teaching qualifications, various MS have opted not to specify explicit rules and provisions for early career support. Instead, it is considered the responsibility of VET providers to offer their new staff with support by assigning mentoring roles to experienced teachers and the responsibility of the newly qualified teachers to ask for support when needed (CZ, FI, BG, LT, LV, PL, PT and EL).

### 4.2.3 Continuing training programmes: Continuous Professional Development (CPD)

**Legal requirements to CPD**

International studies show strong evidence that high quality continuous professional development of staff involved in providing education and training programmes is key to delivering better outcomes for learners[58]. All MS offer at least to some extent possibilities for VET teachers in work-based learning environments to conduct CPD. However, MS have taken different approaches to ensuring that teaching staff in work-based learning contexts have access to CPD programmes. As the table below describes, the dominant approach in the EU to CPD for VET teachers in work-based learning environment is not to set specific minimum requirements to CPD.

[57] See for instance Refernet (2016). Supporting teachers and trainers for successful reforms and quality of VET thematic perspectives: Mapping their professional development in the EU: Estonia.
[58] See for instance Caena F., (2011), Literature review Quality in Teachers' continuing professional development, for ET 2020 Thematic Working Group 'Professional Development of Teachers'.

Instead, most MS leave substantial policy space for VET providers to make their own choices for the professional development needs of their staff.

***Table 4.3. Overview of legal requirements for CPD for teachers in WBL***

| Legal requirements to CPD | |
|---|---|
| No explicit minimum requirements for CPD specified by law | BE-FL, CZ, FR, HR, MT, PL, PT, RO, SE, SI, SK, UK-EN, UK-SC, UK-WA |
| Legal obligation for CPD, no explicit minimum | AT, DE, DK, EE, EL, IT |
| Legal obligation for CPD, with an explicit minimum | BE-WA, BG, CY, FI, HU, LT, LU, LV, NL, UK-NI |

*Source: database TT in WBL*

As table 4.3 shows, most MS do not define an explicit obligation for teachers in VET to engage in CPD, not in terms of a minimum time allocated, nor in thematic focus. Only a few MS defined a legal obligation for CPD in their VET policies, but have not set specific minimum levels of courses or duration of CPD. In Austria, for instance, even though teachers are required to attend continuing education and training programmes throughout their career, there are no legal specifications regarding duration and frequency of such courses. A third group of MS did define both a legal obligation, while also specifying an absolute minimum of time (often per year) that teachers are required to dedicate to CPD in their career. Across this group, the minimum limit set at the national level varies substantially, from 2 annual seminars organised by the education inspection agency in CY to a minimum of 7 days per year in the Netherlands, and everything in between.

A first look at table 4.3 gives the impression that MS without minimum requirements for CPD or where the law has set no limits would offer more space for VET providers to design CPD to their needs. However, a closer analysis shows that this is not necessarily the case; there are considerable differences in the autonomy of individual VET providers across all categories. In France for instance, while no explicit legal obligations have been codified, VET providers receive rather clear orders. Based on the National Education Plan, developed by the French Ministry of Education, the regional education bodies ('Academies') develop teacher training plans, which are binding for VET providers. In Sweden as well, though there are no legal obligations for CPD at the national level, some municipalities do formulate rather strict minimum requirements for CPD. In Finland on the other hand, in collective agreements a minimum of three working days outside of school hours per school year is reserved for CPD. However, VET institutions have a high level of autonomy and they can decide about the training of workplace instructors and the CDP of VET teachers. Also, there are no detailed regulations or guidelines for activities related to CDP of VET teachers in Finland at the national level.

**Content of CPD**

As already shown above, often VET providers themselves are responsible for determining the content and duration of any professional development efforts for their staff. A substantial majority of MS specifically made VET providers responsible to determine their own needs for CPD, often in

collaboration with their staff individually or collectively through trade unions. This way, VET providers are given the opportunity to tailor the CPD provided to the needs within that institution, or giving specific space to (certain sections of) staff to select courses in their interest. This allows for instance that staff that teach / train in WBL follow different CPD courses than their colleagues that teach theoretical subjects, and equally allows a differentiation between staff with formal teacher status, and trainers / instructors in the VET institution.

In Cyprus, Germany, and Hungary, the central government is the lead actor to determine the scope and duration of annual CPD provisions. In Cyprus for instance, teachers have to attend compulsory seminars delivered twice a year by school inspectors, who determine the content as well. In Germany, the minimum duration of CPD set at the federal level, but it does not determine the *content* of professional development. Instead, staff of VET institutions *themselves* are responsible for their own professional development. In France and Greece, the content of CPD programmes are to a large extent determined by regional public education bodies, which set certain priorities for VET institutions to implement.

**Developing WBL content in CPD – Denmark**

In Denmark, requirements for CPD have been defined by the Education Ministry, which expressed clear expectations with regard to level and content of teachers' CPD. It requires that all teachers are qualified at EQF level 6, and that all professional development activities are also at least for this level. Additional training through CPD programmes should include at one of the following substantive areas:

- Knowledge of and focus on students' learning processes and progression
- Classroom management with focus on the students' learning processes
- Planning and carrying out differentiated teaching with a starting point in students' needs and potential
- Supporting students in creating coherence in learning processes at the VET college as well as at the company
- Student activating methods
- Practice related teaching
- Pedagogical use of ICT

VET managers may choose between the themes and offer selected content areas for their staff (VET teachers). The themes are chosen according to the common didactical and pedagogical foundation and strategy of each VET college.

In 2014-2015 the Danish Ministry has initiated another "umbrella-project" with the title: "Teachers in short time traineeships in enterprises" with 25 participating VET colleges. This initiative is fully in line with the general efforts in the ongoing VET reform to strengthen the links between school teaching and practical learning in companies by giving VET teachers the possibilities to have a period of in-company-training in order to develop relevant teaching skills.

Given these large variations in distribution of responsibilities, it is difficult to draw more general conclusions on the content of CPD at EU level. Even though the review found CPD programmes that offer possibilities to VET institution staff to update vocational skills in their area, most courses tend to concentrate on developing pedagogical competences. A particular issue

across different MS is the attention for competence-based education (for instance found in BE, CY, HR, LT) which helps VET teachers to focus their teaching more towards the specific learning outcomes defined for their area. Another common theme for CPD that is mentioned is the application of ICT in learning, both as a pedagogical tool and for better performance in the technical area (EE, ES, FR, LT, PT, RO).

**Competence-based CPD programmes for VET teachers – Cyprus**

Since 2003 a method called "Transition Facility" has been applied in organising in-service continuing training for IVET teachers. This method is used in the Higher Hotel Institute Cyprus and the Cyprus Forestry College. The "Transition Facility" consists of a small group of people appointed by the institution to identify the training needs of individual employees through a specially designed questionnaire. Based on the outcome of the questionnaire, the team makes suggestions on the training programmes the employees need to attend in order to upgrade their skills and knowledge. Once the proposal of suggestions is finalised it is sent to the Ministry of Finance for approval. This procedure is followed on an annual basis.

### Funding

To meet the training needs of individual teachers, CPD programmes need financial support to be viable. The main part of those costs are those involved for organising the actual courses, but costs for travel / subsistence should also be taken into account. Moreover, the time teachers spent not teaching can also be considered a cost for VET providers. The model chosen by MS to support these costs for CPD depends largely on the centralisation of education in the MS as such, and of the VET sector more specifically.

MS that define central minimum target or obligations for CPD of teachers in work-based learning contexts, generally also have a budget available at the central level. MS that define CPD as mandatory but do not specify a legal minimum also often tend to decentralise the funding responsibilities to VET institutions (DE, DK, EE, IT, UK). The table below summarises these main distinctions for the EU MS.

***Table 4.4. Overview of main funding sources for CPD of teachers in WBL***

| Relevant government | VET providers |
|---|---|
| AT, BE, CY, EL, FI, FR, HR, HU, LU, LV, PT, RO, SI, SK | BG, CZ, DE, DK, EE, IE, IT, LT, MT, NL, PL, SE, UK |
| *ES missing information | |

*Source: database TT in WBL*

The origin of funding for CPD for VET school staff is more related to who is responsible for the organisation of courses. Particularly in MS where the Ministry of Education is responsible for organising training for VET teachers in the framework of CPD, the budget allocated also tends to be centralised. While it is possible that VET providers also receive an additional budget to organise more specifically targeted CPD activities, the bulk is organised and/or paid for at the central level. The other half of EU MS have assigned

VET providers with the responsibility to decide on CPD. In Estonia for instance, the government allocates 1 per cent of the annual salary for VET teachers to VET providers directly, to be earmarked for CPD activities. Within this funding, VET providers have full discretion in what types of CPD activities it decides to support, to ensure it meets their own needs and development plans. In some situations, VET providers can apply for additional funds, to complement the resources they have available for CPD. In Sweden for instance, school organisers can also apply for a state grant, administered by the National Agency for Education, for helping a non-qualified teacher to obtain a degree in VET teaching. In the Netherlands, teachers can receive a scholarship subsidy, the so-called 'Teacher Scholarship' to apply for an Education Master and employer can receive a grant to provide study leave for the teacher and find another teacher for temporary replacement. In Italy, as a rule, the VET provider's budget includes allocations to CPD. These providers can request specific funding to the Ministry of Education. Moreover, travel costs for teachers for courses organised by the Ministry of Education are reimbursed by the Ministry. In Poland, a relatively similar approach is taken. While the primary funding responsibility indeed lies with individual VET providers, who are obliged by law to allocate funding from their budgets to CPD. These providers on their turn file requests for financial support from the Ministry of Education, based on their teachers competences and declared needs, usefulness of proposed educational forms and compatibility with regional/local educational policy.

**Career guidance and support**
Another element that affects the professional development of teachers in work-based learning environments is the support provided to orient teachers into CPD programmes. Such support can consist of a needs assessment for competence development, or of a more specific guidance into career development. Such support takes various forms across MS, though generally takes place at provider level, with an important role for the school principals. In the Netherlands, various types of guidance are offered: a) individual guidance (supervision, peer-review, class observation, mentoring), b) practical guidance (coaching from other colleagues), c) schooling (taking additional courses or workshops) and introduction-days (before the start of a school year). In Poland, there are methodological consultants (generally also teachers themselves) who are responsible to offer assistance (guidance and support) to other teachers. In Bulgaria, a professional development portfolio and professional development (school) plan have been implemented. Hungary introduced a teacher career development model in 2011, while in Croatia there is a yearly self-assessment and external evaluation are part of the career guidance structure. This process of self-assessment is conducted by each school and for each VET practitioner (i.e. teachers but also trainers of vocational subjects in-school and teaching assistants), and includes an evaluation of performance according to performance descriptors, annual self-assessment reports, annual improvement plans, improvement targets and action plans and long-term development plans. VET teachers in Latvia, like other teachers whose pedagogical experience is at least one year, have the right to receive a quality assessment of their professional activity (one of five quality levels of teachers' professional activity) and receive a bonus to salary. The education law states that: "a teacher whose pedagogical experience is not less than one year and who participates in implementation of general educational programmes, including in the pre-school education level of general educational programmes, in the basic education or secondary education level of vocational education programmes, in implementation of vocationally oriented education or interest education programmes, has the right to, not less than once every

five years, receive a quality assessment of professional activity of a teacher".

#### 4.2.4 Concluding remark on professional development of teachers

This paragraph followed the structure of the teacher continuum, from early initial teacher education programmes, to early career support and broader continuing professional development for teachers in work-based learning settings. However, doing so showed the limits of applying this specific structure to teachers in work-based learning. The access into the profession of teaching in work-based learning may not follow a linear path as that of teachers in general education. Conversely, rather than start a teaching career straight from Teacher College, teachers in WBL often enter the profession after years of industry experience. Likewise, these teachers may also return to the industry, can continue using their gained pedagogical skills as trainers in companies or return to the teacher profession at a later point in their career. Education systems that allow teachers in WBL this flexibility also offer the largest potential for relevant industry skills to reach the learners in WBL.

Such flexibility is more limited in systems where the most common entry into the teacher profession is through a multi-annual full programme. Therefore, modular, short-term top-up programmes can be used as alternatives to open up the teacher profession to industry professionals. However, also in systems with modular top-up, pedagogical programmes barriers may still exist that limit the potential for prospective teachers in work-based learning contexts, ranging from strict licensing requirements, or restrictive limits on testing professional experience.

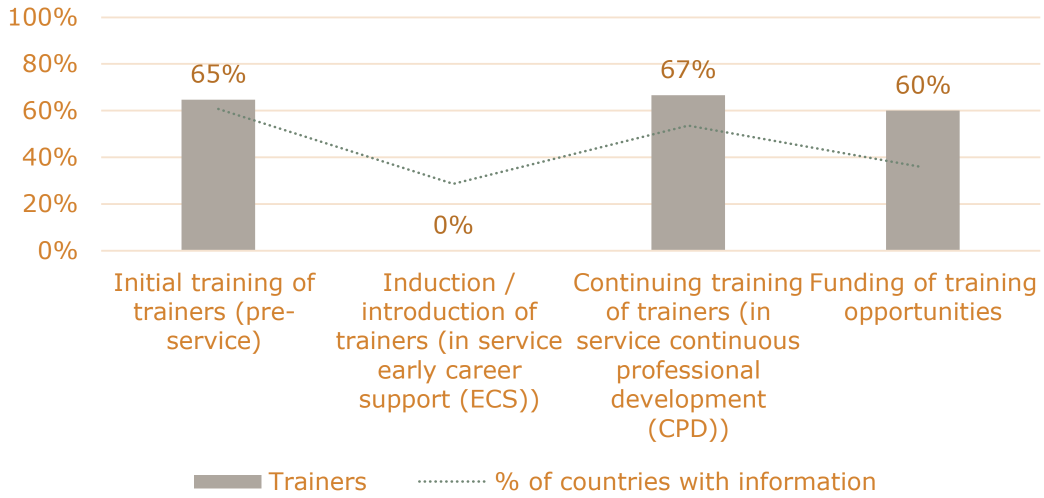
Flexibility also extends to the importance of early career support, which cannot be seen separate from initial teacher education. While for teachers in general education early career support may follow chronologically upon the more theory-based initial education programme, such support takes a different position for teachers in WBL. Often, these programmes run in parallel; while learning the pedagogical side, industry professionals are in most cases already allowed to teach, thus merging early support and initial education programmes.

Thirdly, the review in the previous paragraphs revealed the importance of policies supporting CPD for teachers in WBL. The quality of teaching cannot be ensured when teachers in WBL are isolated from broader trends and developments in their industries. Policies to support CPD exist in practically all MS, but there are large differences in the governance levels of such support policies. Support and guidance may be provided from the national level, regional education bodies, or left to individual VET providers to decide. The 'ideal' level depends on each MS's context and cannot be prescribed at an EU level. However, the overview also demonstrates that the level of involvement of VET providers can vary substantially. In centralist systems, VET providers can still have the space to decide on the local training needs for their staff, while systems that allocate funds directly to VET providers may still require to follow centralist guidance. What matters greatly for quality is whether national systems provide sufficient incentives for teachers and VET providers to engage sufficiently in CPD programmes, which focus on improving skills that are sufficiently relevant for the (local) labour market.

## 4.3 Professional development of professionals in WBL in companies (trainers)

As this study already shows in previous chapters, there is a key difference between teachers and trainers employed by VET-schools and the trainers employed by companies. This difference is also noticeable in relation to the professional development opportunities for trainers working in companies, as these depend largely on employers. To allow a meaningful comparison between trainers in companies and teacher / trainers in VET institutions, this section follows the same logic as that of staff in VET institutions, along the professionalisation continuum. To do so however, it is recognised that the definitions of the three elements of the professionalisation continuum mean slightly different things when applied to trainers in companies, and should therefore be understood from the perspective of their 'training-career'. Trainers in company are often already employed in the company and therefore the term 'initial training education' can be misleading. It does not refer to their initial education as such, but rather to a course that introduces them to becoming a trainer[59]. The meaning of early career support is also slightly different, and refers rather to providing support in the first steps as a trainer, rather than the first steps in a career in an economic sector. Thirdly, continued training programmes in this context are defined as additional training in 'trainer-related skills', as this study does not assess the provisions for more CPD of employees in professional fields. This section will show that as the elements of the professionalisation continuum mean different things for trainers in company, the approaches also differ. The governance frameworks for trainers in company were assessed on the presence of these three elements for professional development, which is presented in figure 4.2 below.

***Figure 4.2. Coverage in governance frameworks of professional development possibilities for trainers in WBL in companies***




*Source: database TT in WBL*

### 4.3.1 Programmes for initial training of trainers in companies

Trainers in company are professionals, and to become one a certain level of experience is necessary, most often described by previous education and an additional minimum number of years of experience on the job in a (most often designated) sector. Next to these requirements, a good number of MS

[59] This 'initial education' towards becoming a trainer is generally a short 'top-up' programme, and may be better classified as a form of continued professional development.

have set up various types of training programmes, which serve as condition to qualify for operating as a trainer in work-based learning settings in VET.[60]

**Types of programmes offered to trainers in company**

In our review across the EU-Member States, we encountered initial trainer education programmes in at least half of the MS. Some countries offer full training/educational programmes (see table 4.5), all of which cover pedagogical/andragogical competences (most often mentioned as pre-requisites for becoming a trainer) and training methodologies (i.e. how to function as a master, tutor or mentor to an apprentice).

[60] The distinction between initial trainer education (ITE) and continuous professional development (CPD) for trainers, lies in the conditional nature of the initial trainer education – being a pre-requisite to function as a trainer – compared to CPD as a ways to further develop or refresh existing knowledge and skills as a trainer in function.

***Table 4.5. Type of Initial Trainer Education/Training for trainers in company in WBL***

| Full programme (often containing a train-the-trainer component) | Top-up programme (additional on top of earlier education and experience) |
|---|---|
| AT, DE, HU, LU, NL, SI | AT, DE, FI, HR, IE, LU, NL, PL, PT, RO, SI, SK |

*Source: database TT in WBL. Note. Some countries have multiple entries, e.g. AT, DE, LU and NL.*

Full programmes are often offered as a specialisation of an existing VET programme, such as the Master Craftsman qualification (for instance in AT, DE, HU, LU and SI). Such programmes are designed to also develop certain social and didactical skills. In the Netherlands, another full year programme is developed specifically to educate VET-students as practice placement trainers for work-based learning in VET. This programme is also a specialisation and (an optional) part of the official curriculum for higher VET-students. The Austrian IVET trainer course is a self-standing short course and a pre-requisite for professionals who need to upgrade their knowledge of vocational pedagogy and law, before starting as a trainer in WBL. Professionals who follow the entire course are exempt of the examination. The course can also be replaced by an oral examination. Professionals who are already qualified or certified in different ways (e.g. through the master craftsperson qualification) can use this qualification as an equivalent to the IVET trainer course and IVET examination. The same counts for Germany, where those professionals who completed the Master Craftsman qualification do not need to be tested in the Preparatory training for the Trainer Aptitude Regulation, as they have already proven to possess the required competences (see box).

**Preparatory training for the Trainer Aptitude Regulation (AEVO: Ausbilder-Eignungsverordnung) (Germany)**

In order to pass for the trainer aptitude test the trainers-to-be enrol in courses to prepare for the test. To become the responsible trainer in a company the AEVO is obligatory, but preparatory training is not. It is subject to free market dynamics: there is a wide variety of providers of preparatory training.
There are many providers that offer training courses as a preparation to the AEVO. These include the chambers, but also provide education providers. All can have a different set-up and duration. The BIBB recommends taking a training course with 115 hours for the AEVO. Some require 6 days for the training[61].

The training courses differ but are all aligned to the competences mentioned in the trainer Aptitude regulation. The professional and pedagogical aptitude comprises the competence for independent planning, performing and monitoring of vocational education and training in the fields of action:[62]

- checking the training prerequisites and planning the training;
- preparing the training and collaborating in hiring trainees;
- performing the training;
- completing the training.

To provide an indication of a possible curriculum, the following example is provided:

* First one-day event (introduction and performance)
* Self-learning phase 1
    * Verify educational prerequisites and plan training
    * Prepare training and co-operate with the hiring of trainees
* Second one-day event (deepening und exercises)
* Self-learning phase 2
    * Conduct training
    * Complete training
* Third and fourth one-day event (Exam preparation)

The preparation training for AEVO is provided in many different forms. For instance as intensive 6-day course, as a blended learning course, as a self-study course. It does not include practical training, or work-based learning components (it is expected that students learn the practical training in their work). There are even apps to train for the AEVO[63]. For journeymen or skilled workers who want to become a master craftsman or foreman, the AEVO certificate is a standard part of the diploma and they finance both the test (examination) and the preparatory training mostly by themselves (or the company pays for the qualification and training).
In 2014, 92 thousand people took part in the AEVO. 87 thousand passed the examination. 41 thousand persons took part in the master craftsmen examination (Meisterprüfung) of which 37 thousand passed the examination.[64]

In most MS, trainers in WBL in companies are obliged to follow top-up programmes in order to gain the needed competences. Ireland offers the

[61] http://www.ta.de/ausbildereignungspruefung-ihk-aevo.html
[62] http://www.tuv.com/en/corporate/business_customers/education_and_personnel/trainers-qualification--aevo----blended-learning-compact-course-ALL-02980_de_DE.sem_cw
[63] see for instance: https://play.google.com/store/apps/details?id=de.dihk.ihk.aevo
[64] BIBB (2016). Datenreport zum Berufsbildungsbericht 2016 Informationen und Analysen zur Entwicklung der beruflichen Bildung: https://www.bibb.de/dokumente/pdf/bibb_datenreport_2016.pdf

trainers the SOLAS[65] assessor and verifier programme for workplace assessors, next to the workplace supervisor training. Thus making a distinction between more supervisory tasks in WBL and the need for a quality assessment of the practical placement or apprenticeship.

**Workplace Supervisor Training (Ireland)**

The workplace supervisor is a supervisory level employee, skilled in the particular service or area in which the trainee is training and ideally possessing appropriate qualifications and at least three years' industry experience. A workplace supervisor also has a broad knowledge of the industry and has good knowledge of the company's procedures.

The programme consists of a two day training for experienced staff members of a Career Traineeship host company, nominated by the company to be responsible for training and assessing Career Traineeship trainees on work placement in the company. There is no exam, but attendance during the two days is mandatory.

On the first day, participants receive training in the following key workplace supervision skills:

- Skills coaching
- Goal setting
- Questioning
- Effective listening
- Giving feedback
- Creating personal reflective space
- Assessing competence

During the period between the first and second day of training, workplace supervisors put into practice the skills they have learned during the first day, with supports provided by their trainer.
The second day of training predominantly focuses on the application of their learning, with emphasis on evaluation, strategies for improvement and sharing of best practice.

**Characteristics of initial training programmes for trainers in company**
Table 4.6 shows the different characteristics of programmes offered, namely the duration and the partner responsible for initiating and/or offering the programmes.

***Table 4.6. Characteristics initial training programmes for trainers in company in WBL***

| Characteristics of programme | Member States |
|---|---|
| **Duration (indication)** | |
| < 20 hours | IE, NL |
| 20 – 50 hours | AT, LU, SI, SK |
| 50 – 100 hours | DE |
| > 100 hours | FI, NL, PL |
| **Responsible for initiating (and offering) initial training programmes** | |

[65] State Organisation with responsibility for funding, planning and co-ordinating Further Education and Training (FET) in Ireland: http://www.solas.ie/Pages/WhoWeAre.aspx

| | |
|---|---|
| Chambers | DE, HU, LU, SK, SI, |
| Social partners (also authorities for VET or further training and employment) | AT, IE, NL |
| Higher Education Institutions (HEIs) | FI, PL, SK |
| VET-institutions or VET training schools | IE, NL, PT |
| Private education providers, business training centres | FI, DE, PL, PT, SI, SK |

*Source: database TT in WBL*

As can be seen in table 4.6, the duration of initial training programmes in European MS differs greatly within and between MS. In the Netherlands, the full programme towards becoming a practical trainer/instructor takes one full year of study, while the workshops (both in-company for groups or regionally for individual trainers in WBL) offered to working professionals last no more than a day.[66] Although this full programme exists, this is not the usual pathway for regular employees to take up the role of trainer in company. There are no formal requirements for taking up this role and sectoral organisations (former 'knowledge-centres') provide support-courses for new trainers to acquaint themselves with being a trainer in company. These courses are usually one or two days. The Finnish training for workplace instructors takes a three-week study period, while in Ireland the workplace supervisor training is a two-day programme. In Slovakia, the instructors/trainers in work-based settings are obliged to finish the Instructor Training within one year after their appointment to their current job.

The type of programme and duration also depends on the background of the to-be trainer. In Portugal the programme is directed at professionals who do not have a higher education degree but who do have at least five years of professional experience. The pedagogical training programme is modular, offering 11 modules during 90 hours in various themes. The professionals have to pass both a pedagogical simulation and a final written exam. The Slovakian Instructor Training offered by the Chamber of Commerce and Industry makes a distinction between trainers who are new (40-hours training programme) and the professionals who are experienced and have a relevant history of earlier employment (20-hours training programme). Duration is not always specified and it can depend on the provider of the training course. In Germany, for obtaining the AEVO, private education providers (or business training centres) offer for example a 48-hours course, while the German Federal Institute for Vocational Education and Training (i.e. *BIBB*) recommends a training course which consist of a minimum of 115 hours.

Initial training programmes are offered by a large variety of providers, ranging from private or public education providers (also HEIs and VET institutions themselves) to Chambers and social partners. Granted that Chambers and social partners often initiate and organise the programmes, they also often leave the actual education in the hands of educational providers. In Austria, the responsibility for the programmes lies with the Chambers of Commerce, while the adult education establishments of the social partners (i.e. the apprenticeship offices) take care of the actual educational activities. Chambers (in at least five MS) and social partners (in at least four MS) are thus involved and invested in initial training programmes for future trainers.

[66] See: https://kwalificaties.s-bb.nl/Details/Index/2636?type=Dossier&returnUrl=%2F%3FResultaatType%3DAlles%26AardKeuzedeel%3D%26SBU%3D%26Niveau%3D%26Wettelijkeberoepsvereisten%3D%26Cohort%3D%26Schooljaar%3D%26Trefwoorden%3Dpraktijkopleider

**Specific content of initial training programmes for trainers in company**

The initial training programmes for trainers in company in WBL are, mostly aimed at the pedagogical and social or communicative skills of trainers in the workplace. Another large component is assessment and monitoring of the learner/apprentice (see table 4.7).

***Table 4.7. Content of ITE/ITT programmes for trainers in company in WBL***

| Content of programme | Member States |
|---|---|
| **Pedagogical, social, communicative skills** | |
| Pedagogical/andragogical/psychological knowledge, methods and guidance | DE, HR, LU, PL, PT, SI, SK |
| Social, communicative & motivational skills, how to work with groups | AT, DE, FI, IE, NL, SI |
| **Teaching, training, didactic skills** | |
| Practical training content (e.g. training plan, syllabi, vocational skills demonstrations, competence tests, preparation of training) | AT, DE, FI, NL, SK |
| Guidance, monitoring, evaluation and assessment | DE, FI, IE, LU, NL, PT |
| Didactical/Methodology/Interventions in education (i.e. also in the workplace) | IE, PT, SI |
| **Knowledge on cultural aspects** | |
| Deontological and ethical knowledge or skills (gender equality, ethnic and cultural diversity) | PT |
| **Knowledge on the legal framework** | |
| Legal framework and responsibilities | AT, IE, LU, NL, SK |
| Educational and occupational safety (legislation) | NL, SI |
| **Practical skills** | |
| Practical part (practice in real or simulated situation) | PT |

*Source: database TT in WBL*

In some countries (i.e. AT, DE, FI and SK), ample attention is given to the practical development of training situations within the workplace setting. Trainers are required to learn how to prepare a training trajectory, making a schedule for the training, incorporating demonstrations, theoretical content through syllabi and competence tests within the training plan. It is not surprising that in countries with a developed dual system (e.g. AT, DE and NL) trainers in company carry a larger responsibility for not only the learning of the learner, but also for the construction of the apprenticeship programme itself. In Finland, workplace instructors in companies are, together with the in-school teachers responsible for providing the learners with personal study plans. Only a few countries incorporate information on the legal basis of the apprenticeships or practical placements: the legal framework in the own country (Acts and regulations), the role and responsibilities of the employer and the workplace trainer such as safety, feedback, assessment for certification and the cooperation between with VET-institutions and in-school teachers. In the Netherlands, where VET-students are certified as trainers of practice placements, the focus of the programme is very broad (see box).

**Practical trainer VET qualification (the Netherlands)**

This qualification concerns a NLQF/EQF level 4 qualification. VET institutions can decide themselves how to organise the programme linked to obtaining this qualification. Usually, it concerns a one year, one day per week training programme. The programme is practically oriented and focuses on organisation, coordination, quality control, instruction and obtaining knowledge about guiding students. The content of the qualification ranges from (second or third) language skills in the working context, to the basics of management, and from the development of curricula to intercultural diversity and health and safety on the work floor.[67]

Looking into the content of the Master craftsmanship qualifications (as a means to becoming a certified trainer in company) it was found that in Hungary on average, the pedagogical component takes up around 20 per cent of the course, among other fields such as technical/theoretical (vocation specific) requirements and business/economical subjects. In Slovenia, the Master Craftsman qualification also incorporates the subject of teaching (i.e. the psychological basis of learning, methodology, planning and implementation of learning, monitoring and verifying learning outcomes) and a practical part where the theory is put into practice.

**Funding of initial training programmes for trainers in company**

Information concerning the funding schemes for initial training programmes for trainers in company is only available to a limited extent. Generally, the costs are usually covered by the company. In Germany, professionals who wish to become a master craftsman or foreman, have to finance the AEVO certificate (which is a standard part of the diploma) and the accompanying test by themselves, unless the company pays for the qualification and training. In Finland, funding for the workplace instructor training is derived from educational providers' own funding and/or external funding by companies and the government's educational administration. The training for workplace instructors involved in vocational upper secondary education and training and at the development of training models has been supported through the European Social Fund. Also in other countries, the ESF is used to upgrade the competences of trainers in company.

### 4.3.2 Induction / early career support (ECS)

The relevance of offering support for professionals who already have a career and plenty of experience in working in a specific sector seems small compared to the case of teachers entering VET institutions and who are supported during the start of their teaching careers. This explains that no information was found on induction schemes or early career support for trainers in WBL in company. Professionals in companies who choose (or are appointed) to become a workplace instructor, mentor (i.e. trainer) already have affinity – and often informal experience – with guiding new (and sometimes young) colleagues during their first periods on the workplace. In these situations, additional support as is provided to new staff in VET institutions is less necessary. Although the step towards becoming and acting as an apprentice/learner trainer asks for specific knowledge and skills, it seems that these requirements are already provided through initial

[67] https://kwalificaties.s-bb.nl/Details/Index/2636?type=Dossier&returnUrl=%2F%3FResultaatType%3DAlles%26AardKeuzedeel%3D%26SBU%3D%26Niveau%3D%26Wettelijkeberoepsvereisten%3D%26Cohort%3D%26Schooljaar%3D%26Trefwoorden%3Dpraktijkopleider

training programmes (which often combine practice, i.e. teaching) and programmes aimed at continuous professional development.

### 4.3.3 Continuing training programmes: Continuous Professional Development (CPD)

As indicated earlier, CPD for trainers in company should be seen separately from CPD arrangements provided by companies to all their employees. Professional development related to the work processes in a company are not the primary interest for this study. Instead, the study focuses on possibilities for trainers in company towards developing their *training* skills.

In the countries where CPD options for trainers in WBL in company where identified, no requirements for this CPD was set through laws or regulations. CPD does not appear to be a legal obligation for trainers in company at all (see table 4.8).

***Table 4.8. Characteristics of CPD programmes for trainers in company in WBL***

| Characteristics of programme | Member States |
|---|---|
| **Legal obligation** | |
| No explicit minimum requirements for CPD specified by law | AT, BG, CZ, DE, DK, FI, FR, HR, HU, IT, MT, NL, PL, SE |
| Legal obligation for CPD | - |
| **(non-)Formal programme** | |
| Formal CPD | AT, BG, CZ, DE, DK, HU, IT, LV, NL, PL, PT, SE |
| Non-formal CPD | BG, FI, FR, IT, HR |
| **Responsibility for initiating and offering CPD** | |
| Chambers, regional government, national agencies, social partners | AT, DE, DK, HU, IT, NL, SE |
| Adult education establishments or HEI's | AT, NL, PL, PT |
| VET providers | BG, CZ, LV |
| Companies | FI, FR, HR, LV |

*Source: database TT in WBL*

Looking more closely into the different ways in which CPD is offered, it can be concluded that in most MS CPD takes on the form of a formal programme.
Formal in this context refers to a structural planned programme, for which some institution is responsible (sectoral Chambers, local governments, national agencies and involved social partners). These 'formal' programmes are open to trainers in company from various companies that defined at least some level of learning outcomes. In Denmark for instance, the social partners are responsible for training offered to instructors in the companies and they also set the requirements to the instructors. The authority for choosing to join CPD courses lies with the professional. These so-called AMU-courses[68], aimed at updating and gaining specific competences, are primarily used in the social and healthcare sector.

In at least six MS CPD is of a non-formal nature, which do not take place in structural learning environments or specifically planned learning activities. Such non-formal learning builds mostly on learning on the job. In these

[68] Adult Vocational Training

countries, the responsibility mostly lies with the employees and the companies themselves. In Finland, the initiative lies with the companies. They have to ask for support from the VET providers with whom they work together, when in need of information about apprenticeships or work-placements. In France, the companies themselves are responsible for providing training to their apprenticeship mentors or trainers, which is also the case in Croatia. In Italy, the manner in which continuous training is offered depends highly on the arrangements made by the regional authorities. Depending on the specific region, trainers have the opportunity to join formal programmes for continuous development, organised by public authorities.[69]

This review shows that in most MS the responsibility for initiating and/or offering CPD does not solely lie with the companies, but with an outside actor. This implies a firm ground for the continuous development of trainers in company. At the same time, these programmes tend not to have a direct link with career progression. In Austria and Germany however, there are CPD programmes aimed at gaining a specific certification within WBL in VET (see boxes).

**The Apprenticeship Trainers Academy in Vorarlberg – Austria**

The training for the apprenticeship trainers includes personal, social, pedagogical and technical skills, as well as quality assurance. The main aim of the initiative is to further professionalise apprenticeship trainers and to recognise their competences through a certification process. Training can be offered by many different providers and their recommendations for who could receive additional training are sent to the apprenticeship trainers' academy. Those who are successful are awarded credits for their achievement and recorded as passing their "Further Training." This can also lead to certification where professionals can be awarded as being either a Certified Apprenticeship trainer, an Excellent Apprenticeship trainer or a Graduate Apprenticeship trainer.

Since 2003, more than 500 apprenticeship trainers have attended the Trainers Academy in Vorarlberg. Approximately 50 to 60 new apprenticeship trainers begin the programme each year.

**The certified initial and continuing education pedagogue (geprüfter Aus- und Weiterbildungspädagoge) – Germany**

This qualification is targeted at company training staff in all training occupations and also at employees who are active in in-company CVET. The certified initial and continuing education pedagogues are qualified to support the company in finding new apprentices, determining their aptitude and provide support in the selection process. Certified initial and continuing education pedagogues are also active in quality management. They can develop concepts for educational processes according to common quality standards, secure learning outcomes and learning transfer.

### Duration

The duration of CPD programmes or courses varies greatly between MS. Where the time allocated to CPD can be several hours in the Czech Republic, a module in the Netherlands can take up to 24 hours. In Hungary

[69] This explains that IT is included both in formal and non-formal programmes

and Portugal, the time allocated for continuous development is more than 24 hours, while in Denmark the available courses can range from ten days to six weeks. In Germany, where the CPD takes on a different form, trainers will spend 500 – 800 hours in pursuit of their specialisations (see box above).

**Funding**

Generally, public funding of CPD courses is not a standard practice within the MS. In the Netherlands, attendance of the CPD modules offered by the Agency for vocational education and the labour market (i.e. SBB) is paid by the employers who receive funding from the government when they are acknowledged as offering official practical learning placements. In Austria it is the Economic Chamber, which supports measures related to the continuous educational training of IVET trainers in their interaction with apprentices (e.g. pedagogy, didactics, personal development, diversity, etc.). A prerequisite for this support is a minimum participation of eight hours. The funding amounts to a total of 75 per cent of the course fees but no more than € 1.000 per trainer and calendar year.

The European Social Fund is also an important enabler of CPD. An example is Italy, where CPD was initially funded through the ESF and more recently by joint inter-professional funds (private and national funds). Depending on the region, trainers are offered individual training vouchers. In addition, large enterprises or public administration departments with permanent internal training services usually contribute to funding the CPD activities or invest directly in trainers continuing professional development.

### 4.3.4 Concluding remarks on the professional development of professionals in WBL in companies (trainers)

It can be concluded that the initial training of trainers in company is offered in at least half of the MS, most often in the form of top-up programmes, and to a lesser extent as full-fledged programmes.
Master Craftsmanship Qualifications are the most well-known example of such full programmes, which can be found in various MS, and which incorporate modules on pedagogical content and training or teaching methodologies and the like. Initial training programmes are mostly aimed at offering the trainers in company additional skills on top of their years of practical experience; mostly this concerns pedagogical or psychological knowledge and skills, social and communicative abilities and more practical training content, often aimed at developing and delivering training and evaluating and assessing the learners' learning outcomes. The legal framework and responsibilities of both the company and the trainer within WBL can also be part of the initial training. The responsibilities for initial training to trainers in company lie with various stakeholders; Chambers and social partners can be involved, while higher education institutions, VET-institutions and private education providers are more often responsible for delivering the training to trainers. Continuous learning arrangements for trainers are present in quite a few MS, but not as a legal obligation to trainers in company. Most MS offer formal programmes often initiated (and offered through educational providers) by chambers, regional governments, national (VET) agencies and social partners.

Initial training programmes as a pre-requisite for acting as a trainer in WBL in companies may ensure a certain level of trainer quality, but as the legal framework does not offer explicit minimum requirements for continuous development, there are limited ways of assuring whether trainers keep developing and/or updating their training competences. In order to create an even greater participation and involvement of working professionals with

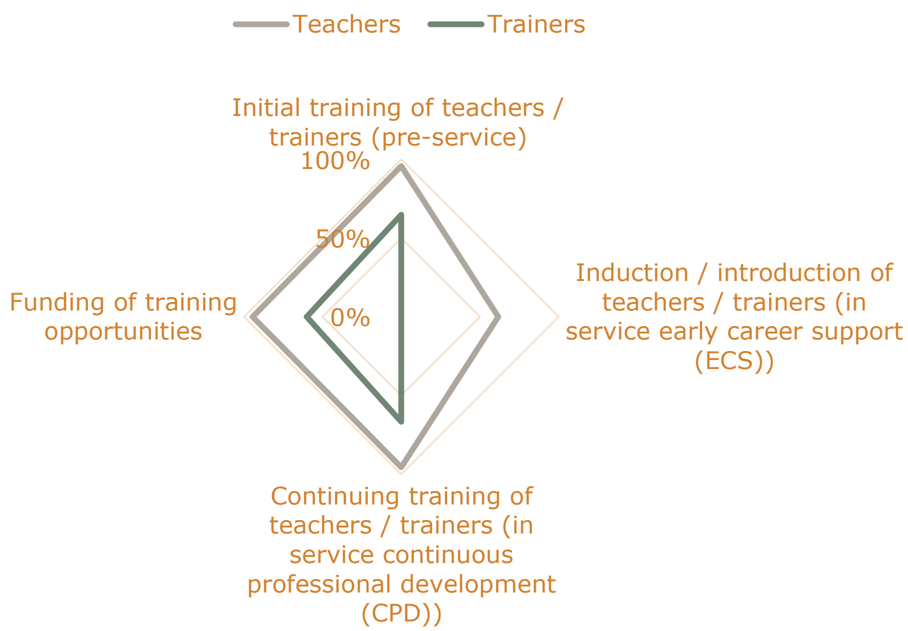
the vocational education of the future workforce, further training (being it in a formal or non-formal manner) can be deployed to develop more teaching and training skills, thus offering more opportunities for trainers to for example teach or train learner in VET-institutions or teachers in work-placements.
Outside MS that already have fully established apprenticeship systems, the professional development opportunities for trainers in company are considerably more limited and at the discretion of the trainers in company / their companies themselves. There are limited push and pull factors available that encourage trainers in company to be and be kept well trained.

### *4.4 Key findings on professional development opportunities related to teachers and trainers in work-based learning*

**Key finding 4:**
**The arrangements for professional development are available more for teachers in VET institutions than for trainers in companies. In addition, the 'professionalisation continuum', a general framework for teacher / trainer professional development, does not align well with the trainers in company and to some extent with the teachers in WBL in VET institutions.**

Provided the better governance arrangements in general for teachers compared to trainers in company, the possibilities for professional development are also better arranged. This can be illustrated by whether the
stages of the professionalisation continuum (initial training, early career support, continuous professional development) are found in the governance frameworks. As Figure 4.3 shows, while only induction is not covered to a great extent for teachers, for trainers the stages are all limitedly covered. This is true as well with regard to the arrangements for funding of CPD.

***Figure 4.3. Coverage in governance frameworks of professional development possibilities for teachers and trainers in WBL***



*Source: database TT in WBL*

In relation to **initial teacher/trainer education**, in 25 countries schemes are identified for teachers; in 14 countries there are schemes for trainers. All MS have initial training for teachers in WBL in place consisting of full programmes or top-up programmes. In countries where the usual entry route is via a full programme, the teaching profession seems more formalised compared to the countries where the route into the profession is via top-up programmes. In fact, MS with top-up programmes for VET teachers in WBL generally allow teacher trainees to start teaching when they start the top-up qualification, so before they officially gained their teaching qualification. The pre-service qualification programmes for teachers in work-based learning settings in all MS award substantial attention to pedagogical competences. Top-up qualifications even tend to focus predominantly on pedagogical competences, often with a strong practical focus. The pre-service training for trainers in company, is also offered in full programmes and top-up programmes and there is a wide variety of programmes in terms of duration and responsibilities. The programmes can range from a couple of hours to programmes that span a few years. Usually, the latter concern vocational programmes which include trainer competences (Master craftsman qualifications).

The above sections already show considerable differences between the programmes for trainers in VET institutions, and trainers in company. Slovakia further illustrates this difference, where the difference in duration between the two is telling (240 hours of face-to-face training against 16 hours of face-to-face training).

**Training of VET trainers in VET institutions (Slovakia)**

VET trainers are recognised equally as pedagogical staff by educational legislation and their qualification requirements are strictly regulated. The obligatory required level of education is the only substantial difference: teachers must be higher education graduates, while trainers must possess a relevant certificate of apprenticeship and be at least ISCED 3A level educated and additionally complete studies to acquire skills in pedagogy (provided by in-service institutions).

The training for school-based VET trainers to adopt required skills in pedagogy can be offered by Higher education institutions within the aforementioned complementary pedagogical studies (CPS for trainers) with also a minimum of 200 hours, of which at least 80% of pedagogical-psychological and social science fundamentals, and accredited in a similar way. Alternatively, the already employed trainers without qualification can enter qualification studies offered by an in-service training institution. A currently offered qualification study for trainers offers 240 hours of training (75 hours of theory of education; 65 hours of psychological theories; and 100 hours of specific VET pedagogy, out of which 30 hours of direct practice) spread over a maximum of 36 months.

**Instructor trainers – practical training instructor in companies (Slovakia)**

The following is the basic description of the 'Instructor Training' offered by the Slovak Chamber of Commerce and Industry that is responsible for

fields of study in mechanical and electrical engineering sectors. Four modules of training are envisaged:

- practical training provided by employer (legislation);
- provision of practical training (administration);
- practical training content (standards, training plan, syllabi);
- student in practical training (psychology and pedagogy).

This concerns a 16 hours of face-to-face learning and 12 hours of distance learning. Instructors will be trained by lecturers retrained also under the supervision of Slovak Chamber of Commerce and Industry. Some lecturers have already been retrained within the national ESF project 'Development of Secondary VET' and/or other 'dual' piloting projects. A training programme for new lecturers is composed of four modules and lasts 40 hours in total. An innovative education programme for lectures with experience and relevant history lasts only 20 hours.

Concerning **early career support** no schemes are identified for trainers in companies; in 20 countries however, there are support schemes for teachers in WBL. For teachers the legal provisions for early career support in various MS overlap with those of the final stages of the pre-service qualification (through a 'probation period' after qualification). Usually the teachers already conducted internships, or even have work experience in coaching learners (for instance if they make the transition from being a trainer in company to being a teacher in WBL). The induction involves coaching and counselling, can take a few months to years and is organised usually at the discretion of the VET provider. For the trainers in company, induction is a concept that does not really apply. As training is more considered a *role* than a profession, the working professionals are already experienced workers and often have already a role of supervising and guiding new employees within the company. As a result, they depend less on early career support in their training than teaching professionals in VET institutions. Trainers in company, even after concluding an initial programme to offer training, remain within the same company, maintain the same tasks (but added training) and maintain the same contractual status. For these reasons, there is less need for induction.

**CPD** is provided to teachers in 28 countries. For trainers in company, in 14 countries schemes are identified. All MS offer at least to some extent possibilities for VET teachers in work-based learning environments to conduct CPD. The dominant approach in the EU to CPD for VET teachers in work-based learning environment is not to set specific minimum requirements to CPD. Instead, most MS leave substantial policy space for VET providers or individual teachers to make choices on their professional development needs. In general, teachers in VET institutions have a choice of more technical subjects to continuously develop their vocational skills in their area, while generally CPD courses for trainers in company also allow teachers to further develop their pedagogical competences. There is little systematic mentioning of job-shadowing in the companies, or exchange programmes, and when these are organised, they are organised at individual or VET providers' level not always captured at the policy framework level. For trainers in company, CPD does not appear to be a legal obligation at all. There are formal CPD programmes identified in around ten MS and non-formal programmes in at least six MS where the learning by the trainers occurs more implicitly on the job. Again, the responsibility for engaging in CPD lies individual trainers and their companies.

Beyond the MS with a fully established apprenticeship system, MS offer relatively limited professional development opportunities to trainers in company, which are left at the discretion of the trainers in company themselves or the companies. There are limited push and pull factors available that encourage those trainers to be well trained and to keep them well trained.

As can be seen from the above discussion, the professionalisation continuum, although very relevant and helpful to identify gaps in the training offer to teachers, does not align well with how working professionals take up the role of trainers in company. For them, the initial training, or introduction to training concepts, the induction and CPD are the same: they learn to be a trainer while being in employment, and not changing radically their profession.

# 5 COOPERATION FOR ENSURING QUALITY OF TEACHERS AND TRAINERS IN WBL

## *5.1 Introduction to cooperation and continuous dialogue between teachers and trainers*

The Riga Conclusions stress the need to introduce systematic approaches to, and opportunities for, initial and continuous professional development of VET teachers, trainers and mentors in both school and work-based settings[70]. This calls for collaboration and dialogue, strong partnerships between different stakeholders. In many (policy) documents (both at national and international level) it is emphasised that VET teacher education should be strengthened through college-industry collaboration and through improving the feedback-loop from VET system to the VET Teacher Education system[71]. This holds for each stage of the professionalisation continuum; i.e. the initial teacher education, early career support and the CPD trajectories offered and also for the development of competence frameworks and career support. The key question concerns the following: With the aim of improving competences of staff and quality of VET, how is the cooperation and continuous dialogue between VET institutions and companies (specifically between teachers and trainers) organised? What are the mechanisms and governance arrangements that support this cooperation and dialogue?

To address these questions, we provide in this chapter a picture of the main developments in cooperation and continuous dialogue with reference to teachers and trainers in WBL through the analysis of nine case studies. By cooperation and continuous dialogue we refer not only to specific strategies and initiatives but also to practices aiming at the creation of collaborative environments for ensuring quality of teachers and trainers in WBL.

The chapter is structured into three main sections. In the first section at European level country-characterisations are provided on cooperation and continuous dialogue. This section also presents five European cooperation projects which focus on cooperation between teachers in VET institutions and trainers in company on quality enhancement. In the second section we provide a substantive description of the ten case studies. For each country we briefly detail the case in terms of (i) cooperation arrangements; (ii) mechanisms of cooperation in practice such as structure, funding, tools; (iii) enabling conditions; (iv) outcomes and/or challenges[72]. A third and final section proposes a cross country analysis of the case studies. Based on the substantive description of the case studies, we identify the scope conditions for cooperation and continuous dialogue and to what extent the case studies can be transferred bearing into mind that the ultimate goal is to improve the quality of WBL and thus help learners to gain the adequate knowledge, skills and competences necessary for the labour market[73].

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[70] European Commission / Latvian Presidency (2015), Riga Conclusions 2015, point 5.

[71] See for instance: UNESCO-UNEVOC (2012). Strengthening TVET teacher education, Report of the UNESCO-UNEVOC online conference 25 June 2012.

[72] However, it has not been possible to follow this structure for all the case studies, due to the specific peculiarity of some of them and the extent of the development/modalities of cooperation.

[73] As caveat, we consider transferability a complex issue. Indeed, the concept of transfer must reflect the existing conditions in the country which adopts a practice, meaning that the practice should be adapted to its unique social, cultural and economic objectives. This is quite challenging, given that the modalities of cooperation presented above are embedded in different institutional and socio economic contexts. Therefore, we propose to replace the notion of transferability with the notion of scope conditions as this notion allows more variation and a self-managed process of adaptation and transferability of the practice.

## *5.2 Cooperation and continuous dialogue: country approaches and European projects*

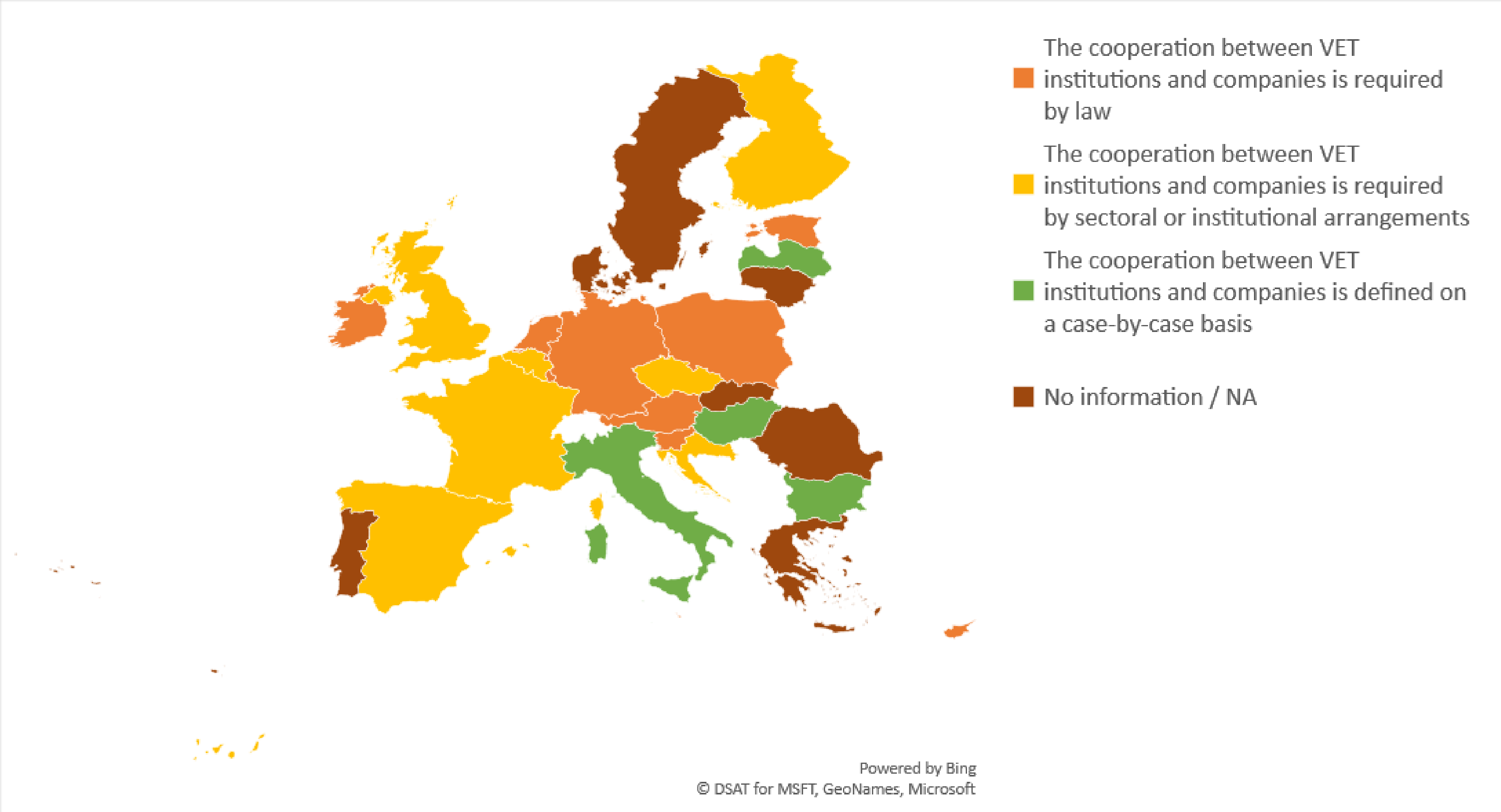
Before turning to the examination of the case studies in the next section, it is important to mention that cooperation in general is arranged in different ways in the EU Member States. Indeed, cooperation concerning the quality of the provision of work-based learning and the development of teachers and trainers' competences in delivering quality WBL can take place at different levels:

- At macro (system) level;
- At meso (sector/regional) level;
- At micro level including institutional level (VET school / company) and individual level (teacher-to-trainer).

Figure 5.1 provides an overview of the (legal) basis for the cooperation arrangements. As can be concluded from figure 5.1, cooperation in general is in many countries covered in the legal frameworks (ten of the countries) or required by sectoral arrangements (seven of the countries). In four countries, the cooperation between VET institutions and companies is defined on a case-by-case basis. The other figure provides an overview of the cooperation arrangement specifically for quality of teachers and trainers (see also figure 5.2).

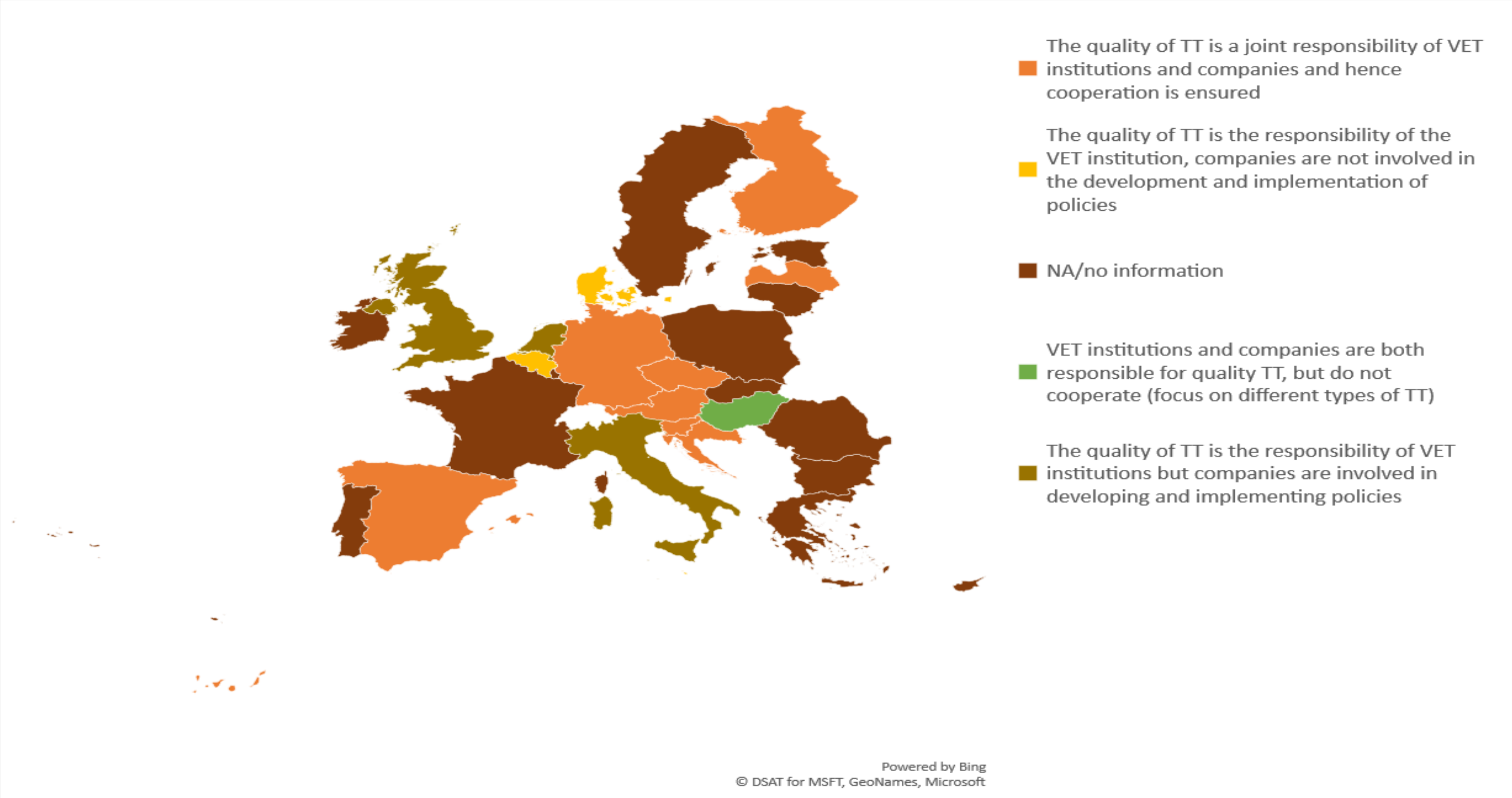
In the 15 countries from which data is collected on this issue, eight countries indicate that the quality of teachers and trainers is a joint responsibility of VET institutions and companies (AT, CZ, DE, ES, FI, HR, LV, SI). In three countries, the quality of teachers and trainers is the responsibility of VET institutions but companies are involved in developing and implementing policies (IT, NL, UK). In another three countries, the quality of teachers and trainers is the responsibility of the VET institution, but companies are not involved in the development and implementation of policies (BE, DK, MT). In one country, VET institutions and companies are both responsible for quality of teachers and trainers, but do not cooperate (focus on different types of teachers and trainers) (HU). Although for 13 countries it appeared to be challenging to make this assessment, the data gathered does indicate that cooperation does take place between VET providers and companies concerning the quality of teachers and trainers.

***Figure 5.1. Basis for cooperation arrangements between VET institutions and companies***




*Source: database TT in WBL*

*Figure 5.2. Cooperation arrangements specifically related to quality of teachers and trainers in WBL*




*Source: database TT in WBL*

**European cooperation projects**
Related to the different background of work-based learning in European MS and the extent to which cooperation is established, five European cooperation projects are presented where there is attention to cooperation between teachers and trainers in company on quality enhancement. These projects can be used as inspiration for further improving for instance in-company training programmes, VET teacher CPD, improve quality in general of WBL through quality of teachers and trainers, and improve the cooperation focussing on quality of teachers and trainers. Below a short introduction is given to the five European projects, functioning as examples for cooperation between teachers and trainers in company, and is discussed which problems these examples solve.[74]

One of the projects which ran for two years and was finished by the end of 2016 is **Skills 4 Work**, a partnership between VET and Business in Ireland (lc), Slovenia, Germany and Northern Ireland. Focusing mainly on the skills and tools VET teachers can use to successfully implement and develop work-based learning into their educational programme and practice, the project developed **hands-on implementation guidelines** with the goal to improve the quality of work experience for both VET learners and enterprises engaged in WBL.

Next to offering practical tools and resources (such as induction support for employers, observation lists for tutors on learners' soft skills in the work place), the project organised the resources around 5 core principles that are prerequisites for the quality WBL practice (e.g. "Ensure that learning institutions and employers collaborate effectively so that they are regularly sharing information. E.g. have systems in place that document, manage and coordinate the collaboration around work placements." And "Provide clarity around the roles and responsibilities of all those involved in work-based learning.") The project thus not only worked on practical implementation, but also on awareness amongst involved stakeholders, especially the VET teachers as being the instigators of quality WBL.

**VET@Work** is another project, which is already finished. It was aimed at the **recognition and validation of skills and qualifications gained by alternating school and work experience at national and European level.** 8 institutions (e.g. VET institutions and providers, enterprises and regional stakeholders) from 5 EU countries (i.e. Italy (lc) – Austria, Estonia, United Kingdom and Germany) were involved. The aim of the project was twofold: a) developing flexible pathways between formal school learning and WBL and b) to recognize and validate the skills/qualifications gained by this alternating the school and work environment and experiences. In order to increase the quality of WBL the project strived to strengthen the link or connection between classroom and the workplace by better cooperation between teachers and trainers.

The worlds of the school and the training enterprise should be more in line with each other, curricula and planning facilitating and supporting the WBL, and more tailor made to the qualities of the learner. Another crucial element is 'a constant dialogue' between all professionals involved in the training process during WBL and of course a bettering cooperation between teachers and trainers in defining evaluation criteria and administering evaluation. Even a Training Enterprise Staff (containing 5 modules) was developed in order to help the trainers cope with learners in WBL.

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[74] In Appendix 3, all five projects are described in more detail.

On a different note, the currently running project **Developing Apprenticeship: In-Company Trainer Training and Apprenticeship Promotion** (Lithuania (lc), Latvia, Estonia, Finland and Belgium) is aimed at the development of apprenticeships in the Baltic countries. This is done by developing and piloting an In-Company Trainer Training Programme Model which is based on the needs of the involved enterprises, as the old Training programmes were deemed unsuitable. A needs analysis took place under 90 company directors and managers, which revealed that only 10 per cent of the enterprises who worked with apprenticeships had a close cooperation with the educational institution(s).

Through the needs analysis a pilot programme is developed for each of the partner countries focusing on preparing trainers for training and giving them hands-on knowledge and skills in order to guide and train the apprentice in the work place.

Poland (lc), Austria, Bulgaria, United Kingdom and Portugal are involved within the project **Qualitools for IT trainers – improving the learning process, learning outcomes and learning transfer in IT training** a project that will run 3 years until September 2018. It is an Erasmus+ project which seeks to enhance the professional development of both VET IT/ICT teachers and trainers. This is done by aiming for the adaptation of the training to the students' needs, reflection on the training processes qualities and evaluating the outcomes and transfer of knowledge and skills. The QualiTools are methods and tools for quality assurance, thus strengthening the training in the work place and the skills and knowledge of the involved teachers and trainers.

A handbook offers them for example information about expectations of participants, how to find out previously acquired knowledge and skills and reflecting on learning processes. It also offers feedback methods and exchange on training quality issues with colleagues. Thus stimulating the empowerment of both the teachers and trainers in WBL.

Finally, there is the project **Introduction of Elements of Dual VET in the Slovak Republic.** Involving both Slovak Republic (lc), Austria and Germany this Erasmus+ project started October 2014 end has ended September 2016. It is a piloting initiative, engaging various stakeholders from the three partner countries, which tries to transfer positive experiences from both Austria and Germany, and local experiences in the Slovakian automotive industry to establish a 'Danube Academy'. In this Academy SMEs should become increasingly mobilised to engage in VET and the implementation of a platform for experience exchange amongst stakeholders. It is thus more a project aimed to boost cooperation and involvement in the first place. Next to an employer survey and gaining insight in current legislation, the project aimed to develop a training concept for training supervisors. Improving the conditions for the involvement of (more) SMEs was frequently discussed during the project, in terms of simplification and removal of barriers such as administrative burdens within the accreditation of companies, as well as the issue of tax breaks or unification of school training in relation on the year of study.

Through these examples (see more detailed descriptions in Appendix 3) we hope to offer some valuable information, insights, but also ideas how to spur, amongst other things, the quality of cooperation between teachers and trainers in WBL in VET. The next paragraph discussed case studies from another 10 countries, on cooperation in practice between teachers and trainers.

## 5.3 Cooperation in practice: substantive description of the case studies

Table 5.1 offers an overview of all country cases. It shows the specific focus of the practice in the specific country and the main findings.

***Table 5.1. Overview of country cases, with their specific topic and main findings***

| Country case | Specific focus | Main finding |
|---|---|---|
| Finland | How the work placements of teachers in companies are organised and facilitated in terms of funding, recognition and responsibility. | Political and institutional support to cooperation between VET institutions and companies and between teachers and trainers is a core element of the Finnish VET system<br>Work placements are an example of close cooperation between VET institutions, employers and teachers. |
| Sweden | State fund for teachers to gain work-specific competences via in workplace training. | Although the State Fund represents a promising funding mechanism to incentivise teachers to gain work specific competences by participating in work place training, there is very limited evidence of the outcomes and several concerns to its sustainability. |
| Germany | How a continuous and structured dialogue between VET stakeholders and social partners is organised as a series of meetings, projects, events which ensure information and coordination of cooperation to ensure that VET meets the needs of the labour market. | Cooperation plays a major role in improving the quality of WBL; institutionalised structures and willingness to cooperate from all the involved actors are the major success factor. It can nevertheless be improved through instruments that strengthen the awareness of quality and the role of cooperation. |
| Austria | How a continuous and structured dialogue between VET stakeholders and social partners is organised as a series of meetings, projects, events which ensure information and coordination of cooperation to ensure that VET meets the needs of the labour market. | Social partners are involved at all levels of the cooperation process. Cooperation is ensured by law but is then implemented and organised through institutionalised structures whose positive outcomes rely upon mutual trust and relationships of all the actors involved. |

| Country case | Specific focus | Main finding |
|---|---|---|
| The Netherlands | How a continuous and structured dialogue between VET stakeholders and social partners is organised as a series of meetings, projects, events which ensure information and coordination of cooperation to ensure that VET meets the needs of the labour market. | There is a strong cooperation between VET and the business sector thanks also to the Dutch decentralised system– success factors include the implementation of structural meetings on national, regional and individual level. |
| Cyprus | Cooperation between teachers in VET institutions and trainers in companies on professionalisation and quality delivery of work based learning. | Cooperation between teachers and trainers is still challenging - however some initiatives are currently being developed. |
| Croatia | Cooperation between teachers in VET institutions and trainers in companies on professionalisation and quality delivery of work based learning. | Cooperation between teachers and trainers is low and is limited to the monitoring role of the teacher during the practical placement of the student in the company; However, the new national strategy VET System Development Program 2016 - 2020, foresees a number of measures to improve cooperation. |
| Portugal | How cooperation and exchanges of information between VET institutions and companies is ensured during all the phases of practical training at the work place. | The cooperation and communication between VET institutions and companies is established by specific legislation which also identifies the frequency and modalities of cooperation and communication between training coordinators and tutors. |
| France | Example of overarching approach to bring closer schools and companies with an aim to better prepare students in making education and career choices. | Within the initiative Avenir Pathway some actions are initiated to stimulate the cooperation between schools and companies through company visits in which teachers better understand the reality of business and deepen their knowledge of the economic world. |

| Country case | Specific focus | Main finding |
|---|---|---|
| Czech Republic | How the internships for teachers and the tandem approach where teachers and trainers team up are organised and facilitated in terms of funding, recognition and responsibilities. | The case study reveals how internships of teachers in companies contribute to improve their quality of work with students and enable them to raise their skills while simultaneously improving their knowledge on new technological trends. However, these initiatives are mainly relying on EU funding even though the government is currently attempting to promote them at national level on a more systematic basis. |

### 5.3.1 Finland

**In Finland, cooperation arrangements are implemented at institutional and at individual level by the VET teachers.** The importance of creating networking with the world of work is explicitly expressed by the legislation. The Vocational Education and Training Act states that special attention should be paid to working life needs in education. In addition, the 2011–2016 Development Plan for Education and Research states that cooperation between vocational education and training and working life forms an integral part of education and encourages teaching staff in vocational education and training to participate regularly in work placement periods. Following the guidelines of the legislation, both the National Board of Education and education providers (such as local authorities, municipal training consortia, state owned companies or foundations) have drawn up policies or practices for the professional development of VET staff.

The initiative of work placement of teachers in companies has been implemented since the 2000s. These work placements are regarded as an opportunity for teachers to develop and update their professional competences, increase work motivation, improve self-esteem and support coping at work. VET teachers are responsible for drafting a workplace training plan for the students in cooperation with the workplace instructor. Within the decentralisation of the Finnish VET system, the cooperation between teachers and trainers is a regular practice being done on an ongoing basis with guidelines available at the level of individual VET providers. While encouraged by law, the cooperation arrangements are in practice flexible; indeed, education institutions are responsible for ensuring contacts between VET institutions and trainers but teachers can arrange the cooperation rather freely within the framework of national curricula for the different VET programmes.

**Regarding the mechanisms of cooperation in practice, work placement periods are arranged in different ways and they are very flexible in their duration.** For example, a teacher is informed about the opportunity to undertake work placement by his superior or by a "work placement coordinator"; in other cases, it can be the teacher himself who expresses his interest to apply for it. The duration of a work placement period depends fundamentally on the goals that should be achieved. If the goal is professional growth or deepening competences, the work placement period must be adequately long. Teachers whose work placement period lasted longer than four months reported greater professional growth and competence development than those whose work placement period lasted less than four months[75]; at the same time, a work placement period can be taken as a single period, in several shorter periods or, for example, one day per week over a longer period of time. Regarding funding, work placement periods can be financed through the education provider's own funding (such as personnel development funds) and through external funding such as government funding for continuous professional development of teachers, national development projects, financial support for the implementation of vocational skills demonstrations or through the funding of the European Social Fund.

During a work placement, teachers can update their vocational skills at a workplace through carrying out regular or development tasks, serving as assistants and observation. A work placement period may include a

[75] Olli, T. (2011). Työelämäjaksojen merkitys ammatinopettajien ammatilliselle kasvulle. [The role of work placement periods in vocational teachers' professional growth.] Professionally oriented licentiate thesis. School of Education, University of Tampere, p. 95.

development task related to the training to be provided at the workplace. The development task may cover, for example, the development of training materials, instruction, on the-job learning or the implementation of apprenticeship training. The teacher may observe and assess a workplace as a site for on-the job learning or vocational skills demonstrations, using evaluation tools designed for on-the-job learning.

**There are several enabling conditions which can be listed.** First, there is a strong political and institutional support to the initiative. For example, the National Board of Education has made available support materials and guidelines to encourage work placements which includes a competence map for workplace instructors, a guide for the implementation of vocational teachers' work placement periods and a guide on implementing workplace instructor training. In addition, some education providers have adopted the Requirements for Continuing Education in Teachers' Working Life Competences (Finnish National board of Education i.e. FNBE[76]) as their starting point for planning and implementing work placement periods. The goals specified in these Requirements form an ideal basis for work placement periods, while enabling the inclusion of such periods in the Teachers' Diploma in Working Life Competence which works as a further incentive for teachers' participation in work placements as it allows them to gain an official qualification. Second, the role of teacher's superiors who play a key role in planning, implementation and evaluation of work placement periods. Their commitment to the goals of these periods, as well as the utilisation of lessons learned from these, is a prerequisite for successful and efficient work placement periods. Third, the flexibility of the arrangements for replacing teachers during his workplace training is a further enabling factor which acts as an incentive for stimulating teachers' participation in work place training. For instance, teaching is not provided during teachers' work placement periods; teachers are granted a leave of absence with pay for their work placement period; substitute teacher is hired for an individual teacher's work placement period; a substitute teacher is hired for several teachers' consecutive work placement periods; the company issuing the work placement provides a substitute for the teacher. Finally, the availability of funding plays also a great role. A total of 635 work placement periods have been implemented through financial support from the European Social Fund[77]. Moreover, VET providers pay teachers' salaries and insurances and this represents a further incentive for companies to participate to the initiative.

**The outcomes of this initiatives are positive.** Indeed, various analyses and studies have been carried out on the benefits and experiences gained from the teachers' work placement periods. According to a study conducted by Olli[78], teachers' experiences on their work placement periods were highly positive, and such periods were regarded as important and significant tools in enhancing their expertise and professional growth. Teachers felt that their confidence in teaching increased during the work placement period. They also welcomed the opportunity to engage in the practical application of the topics they had learned. Key benefits included practical examples from working life and updating their skills with new working method. According to Krannila[79], teachers who had completed a work placement period found the updating of their professional skills extremely useful and

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[76] FNBE (2009). Competence Framework for VET professions.
[77] EURA (2007). System report no. 7. ESF specific indicators of the administrative branch of the Ministry of Education and Culture. Printout 23 October 2012.
[78] Olli, T. (2011). Työelämäjaksojen merkitys ammatinopettajien ammatilliselle kasvulle. [The role of work placement periods in vocational teachers' professional growth.] Professionally oriented licentiate thesis. School of Education, University of Tampere.
[79] Krannila, V. (ed.) 2012. TOPO-HANKE. Työssäoppimisen portaat 2009–2012. Omnian julkaisuja C12. Raportit. [TOPO project. The steps of on-the-job learning 2009–2012. Omnia publications C12. Reports.] Multiprint, Vantaa.

stated that such periods should be included in the education providers' regular activities. Teachers suggested that they should update their competences through work placement periods as frequently as every three years. Other key benefits included fruitful discussions on matters related to the guidance of learners, and ensuring that the workplace is suitable as an on-the-job learning location. This suggests that the work placements constitute an important part of teachers' CPD as they address the professional development needs of teachers and schools.

### 5.3.2 Sweden

In Sweden, **the level of cooperation between teachers and trainers varies greatly among different schools and is not uniform.** In some schools, cooperation between teachers and trainers is a natural part of VET/WBL with teachers and trainers keeping close contact during the students' WBL. However, in other schools, dialogue and cooperation between teachers and workplace trainers are non-existing and difficult to introduce. Since 2012, the National Agency for Education in Sweden delivers the **State fund**, a financial incentive available for teachers to undertake workplace training and gain work specific competence in the practical subject they teach. This fund is an example of a financial instrument used by the government to stimulate educational development and encourage dialogue and cooperation between teachers and workplace trainers. School managers and school principals are the central actors who ensure, stimulate and strengthen cooperation and exchange among teachers and trainers. School managers are responsible for organising the education and work for the teachers such that teachers have the possibility to engage in cooperation and have contact with trainers (for example, making sure to allocate time for teachers to visit workplaces and trainers).

**In terms of mechanisms of cooperation in practice, the State Fund is aimed at providing teachers with the possibility to visit and experience the occupation in practice, experience the daily life of trainers and employees at the workplace and stay up to date with the developments in the subject they teach**. School managers can receive funding that covers up to half of the costs the school faces when a teacher is away on training. The funds can be used to cover costs for supply teachers, residence and travels related to the exchange, safety equipment and other necessary material that the company cannot supply, and other cost directly connected to the fund's purpose. For the school to receive the fund, the in-workplace training must take place with regularity during at least a two-week period. Schools that can apply for the fund are Upper secondary schools, Upper secondary special schools, Municipality adult education and Special education for adults with development disabilities. The exchange practice gives teachers an opportunity to explain to trainers and workplaces how the education outside of WBL is arranged. This increases teachers' and trainers' mutual understanding for each other's work and role in the VET. The National Agency for Education is responsible for the government fund on a structural level. The Agency handles the application process, payment, and oversees evaluation of the initiative.

**Political and institutional support are two important enabling conditions for the functioning of the State Fund.** For example, the National Agency of Education has also actively promoted the initiative on its webpage. The allocation of the Fund itself can be regarded as an enabling conditions since it financially enables schools to provide their teachers with the opportunity to participate in workplace training.

**The outcome of the initiative is unclear as several challenges exists.**

Even though the initiative is highly appreciated by schools and teachers, the fund has not been used to the extent that was expected (Interview with a representative of the National Agency for Education). The National Agency for Education's annual report of 2015 seems to confirm this claim as in relation to the fund's budget of 22 million Swedish crowns (2.4 million Euro), the level of disbursements is small and the fund is not actually used by schools to a large extent. Among the reasons, the National Agency for Education reports that principals and school managers often lack competence in WBL and they do not have practical experience of VET themselves. A report published by the National Agency of Education[80] finds that time is the foremost failure factor in the sense that teachers have no time to visit workplaces during students WBL. More than half of VET teachers express that they need more time to dedicate to WBL. Some teachers also express the need for support from school managers and guidelines for the WBL work. Moreover, the fact that schools must pay for half of the cost for the exchange can negatively influence the success of the initiative. The National Agency for Education reports that teachers often say they do not have the time for such training and exchange practice. Many schools have also experienced difficulties in finding supply teachers for the time the training takes place. In this sense, perhaps, the modalities of teachers' replacement mentioned for the Finnish case could be taken into consideration. Another challenge regarding the use of the Fund is that teachers find it sometimes intimidating to visit work sites as they think that their competences are not updated. Bureaucracy is also a challenging factor: the time between applying for the fund and receiving an answer on whether the school has been granted financial support is quite long. One consequence from this is that the classes for which the exchange would have been valuable have already finished, or that courses and seminars for teachers to take to increase competence get fully booked or finish before the school receive funding.

At the current moment, the sustainability of this fund is uncertain. Indeed, a representative from the Ministry of Education and Research reports that the government has changed strategy when it comes to stimulating development and improvement of education, and is now reducing the use of financial instruments in the form of government funds.

### 5.3.3 Germany

**Germany** is characterised by the particular role of the social partnership, namely the economic and socio-political cooperation between interest groups (employers, employees, government representatives); therefore, **cooperation takes place at all levels**. Indeed, training regulations are determined by the Federal Ministry for Economic Affairs and Energy in agreement with the Federal Ministry of Education and Research. The Länder have responsibility for the VET institutions of the dual system (Länder school legislation) while in company training is under the authority of the Federal State. Committees and expert groups have been set up at the Federal and Länder level with the purpose of developing the framework and standards for education and training and for advising the responsible Ministries and Länder governments. The administrative implementation and monitoring are usually carried out by the responsible chambers at the Länder level. Experts work together with the Federal Institute for Vocational Education and Training (BIBB) and with social partners to create drafts of the new training regulations. In particular, BIBB coordinates a number of boards in which stakeholders cooperate at different level. At regional level,

[80] The National Agency for Education (Skolverket) (2016) Det arbetsplatsförlagda lärandet på gymnasieskolans yrkesprogram. http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBlob%2Fpdf3643.pdf%3Fk%3D3643

the competent chambers are required to establish a vocational training committee where representatives of trade unions, employers and teachers have to be informed and consulted regarding vocational training. These chambers act as intermediaries for vocational schools and small companies and support direct cooperation. Thus, and as it will become clearer below, these aspects are all evidence of a close cooperation and dialogue between providers of VET, employers and social partners. However, given that there is no regulation on how cooperation is implemented, cooperation arrangements in practice take place at individual school/company level[81].

**Regarding the mechanisms in practice, the modalities of cooperation are not homogeneous and they vary between regions**. In general, the competent Chambers act as mediators to improve the quality of cooperation. More specifically, the competent chambers provide trainers with information on potential ways of cooperation between vocational schools and companies. For example, they might suggest "open days", namely visits in companies to make teachers more aware of what is expected of vocational teaching; invitation to parents, teacher conferences, work placement similarly as in Finland, establishment of working groups for discussion and consultation regarding the development of new teaching contents, joint attending of continuous training.

The case study reports that cooperation works better when it is regulated. For example, in Hamburg cooperation is regulated within the school act since 2006. Twice a year, representatives of teachers and trainers meet and decide on further development of training contents and quality and agree on cooperation. These meetings are called "Lernotkooperationen" and they obviously rely on the motivation of teachers and trainers to cooperate. Other examples of fruitful cooperation and exchange are the programme "Kobas" which took place in Bavaria and foresaw the introduction of "cooperation offices" (Kooperationstellen) in which teachers and trainers work on solving problems with the help of representatives of the competent chamber and association and the programme Kolibri on promoting initiatives between vocational schools and enterprises. Finally, the programme "Quality development and assurance of occupational vocational training" (Qualitaetsentwicklung und – sicherung der betrieblichen Berufausbildung) has a specific emphasis on SMEs and the improvement of the communication and cooperation structure as well as qualifications of teachers and trainers.

**Political and institutional support to cooperation and dialogue is an essential enabling condition**. However, given that modalities of cooperation are not specified in the legislation, the individual level and the personal motivation of teachers and trainers plays a big role implementing cooperation. The case study reports a strong motivation for both: indeed, while teachers are interested in updating their knowledge, trainers are interested in teaching content that can complement their training. Put it differently, teachers and trainers see cooperation as a joint task and this is an important enabling cooperation factor. Moreover, together with the support of chambers and sectoral actors, the support of principals to cooperation initiatives is another important enabling conditions. Finally, another enabling condition is the availability of financial and technical resources (including a supportive IT communication system) to undertake cooperation.

[81] Federal Institute for Vocational Education and Training [BIBB] (2015). Data report on vocational education and training, Bonn.

**In terms of outcomes and challenges,** an online survey carried out in 2015 by the Chamber of Industry and Commerce surveyed more than 11,000 companies carrying out training. According to the results of the survey, although companies acknowledge a high degree of cooperation between schools and companies, they still find that cooperation could be enhanced. For example, more than 70 per cent of the respondents declared that they wish to strengthen work placements of teachers in companies on a regular basis and they proposed that these work placements should also be formally accepted as continuing training by the Ministries of Culture. Moreover, factors such as long distances or time shortages can challenge the establishments of individual contacts. In sum, cooperation is considered an important criterion for quality development and assurance in the dual system, and is seen a condition to shift competences and responsibilities to regional networks.

### 5.3.4 Austria

**Similarly as in Germany, also in Austria cooperation takes place at all level.** The Federal Ministry of Science, Research and Economy (BMWFW) is responsible for coordinating and promoting cooperation between the authorities and institutions involved in vocational education and training. Training regulations for apprenticeship occupations are issued by BMWFW after evaluation by the Federal Advisory Board on Apprenticeship (BBAB) with the involvement of the social partners. The Federal Government by the Federal Ministry of Education and Women's Affairs (BMBF) is responsible for issuing provisions regarding the organisation of VET institutions and basic provisions regarding curricula. The administration of VET institutions and the specific design of the curricula are the responsibility of the provinces. At the level of the Provinces, the administration of the company-based part of training is carried out by the Apprenticeship Offices of the economic chambers. They check the suitability of the training company, make a record of the apprenticeship contracts and deal with the apprenticeship-leave examinations. Provinces are also responsible for VET institutions for what concerns equipment, co-financing of the teachers, implementation of the core syllabuses of the Federal Government. At the local level, authorised apprenticeship trainers act as responsible agents of company-based training and in cooperation with the VET institutions[82]. However, **the qualification of teachers and trainers is not a joint responsibility**. Initial training of teachers is regulated by the frameworks related to the school education, while the aptitude of trainers is assured by the apprenticeship offices of the regional Chambers of Commerce (BMWFW, die Lehre, 2014[83]).

**In terms of mechanisms of cooperation**, **form and modalities of cooperation depend on the initiatives at provider level**. Indeed, most vocational schools set up boards, where representatives of training companies, employers and vocational schools discuss prevailing topics. Some working groups are set as well, where changes of curricula and ways of cooperation can be discussed. Cooperation takes place directly between teachers in schools and trainers in enterprises which is sometimes challenging given that schools and enterprises may not have the same objectives. The extent of cooperation is affected by several factors, namely the specific occupation, the structure of the enterprises and the conditions in vocational school; for instance in large enterprises the presence of a training department and the amount of available resources is an added

[82]http://refernet.at/de/berufsbildung-in-oesterreich/publikationen.

[83]Bundesministerium für Wissenschaft, Forschung und Wirtschaft (BMWFW) (Hrsg.) (2014): Die Lehre. Duale Berufsausbildung in Österreich. Moderne Ausbildung mit Zukunft, Wien. http://www.bmwfw.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/Documents/HP_Kern_Die%20Lehre_2014_311.pdf

value which reinforces cooperation. Small companies are more dependent on the initiative of the single school. According to the people interviewed for the case study, the institutional contact is easier if the vocation is better organised within the chamber of commerce and is thus very common. Practical examples of cooperation are project partnership, mutual information exchange, in house training events at companies, unpaid work placement of teachers in companies, Leonardo da Vinci exchange programmes, quality circles and coordination meetings regarding learning contents and training.

**An important enabling condition is the promotion and recognition of cooperation**. For example, there are awards for exemplary training companies ("State-honoured training company", state prize "Best training company", etc.) that are acknowledged at the federal and regional level. In addition, different public initiatives have been established to raise awareness of high-quality training. Partnerships, networks and relationships in general are also important: school inspectors, principals, chambers of commerce (apprenticeship offices, sectoral subunits, and occupational organisations), teachers and trainers are all actors involved in the process and this contributes to strengthen cooperation and trust. As for the case of Germany, the presence of financial and technical resources (including a supportive IT communication system) is considered an enabling factor. According to interviews and to the findings of a research project[84] conducted regarding cooperation between companies and part time vocational school of six large occupations, teachers want to have more contacts and visit to companies and be better informed with particular reference to feedback, exchange of experiences and information about new working methods. This is even more important for small companies, in which exchange takes place only when there are problems with the apprentices. When cooperation occurs, it takes place more with individual contacts than in organised forms like working groups, project partnership or work placement in companies.

### 5.3.5 The Netherlands

**In the Netherlands, the cooperation between teachers and trainers is not homogeneous and it differs between schools, regions or sectors**. The cooperation and exchange on professionalisation and quality delivery of work-based learning between teachers and trainers is not dealt with explicitly in the legal framework, but the adult & Vocational Education Act (Wet educatie en beroepsonderwijs - WEB) does regulate the responsibilities for work-based learning. These responsibilities are divided between VET institutions, companies and the foundation for Cooperation between Vocational Education, Training and the labour Market (Samenwerkingsorganisatie beroepsonderwijs bedrijfsleven - SBB). VET institutions are legally responsible for the internships/apprenticeships and they are expected to prepare and facilitate their students in order to find a proper internship. This can entail that students have to find their own internship as part of their preparation on the labour market. If the student fails in finding a proper internship, VET institutions must help the student and guide them to ensure that he or she finds a suitable internship. Regarding the responsibilities of companies, the company that provides the internship is responsible for the supervision of the student in the company. The VET institution assesses whether the student has completed the internship with a positive review and takes into consideration the opinion of the company, while also taking into account the relevant education and examination regulation rules. VET institutions and companies work together within SBB for an effective training offer. In particular, SBB is in charge of

[84] A research project conducted by the institute for research and development in VET in 2005.

maintaining the training structure, qualifications, acknowledging and counselling of learning companies, providing information about the labour market and efficiency of training offers.

Despite the lack of policy and law concerning the cooperation and exchange on professionalisation and quality delivery of work-based learning between teachers and trainers, there are rules to ensure the quality of trainers. To be recognised by SBB as an official learning company, an organisation is required to have an employee who is a competent trainer. A function profile has been prepared by SBB to assess the competences of these trainers. If SBB doubts the ability of the trainer(s) they can decide to deny the recognition. Some sectors such as hospitality and automotive have their own additional requirements for trainers. In addition, the Dutch Ministry of Education, Culture and Science obliged VET-institutions in 2016 to set up an improvement plan for apprenticeships in exchange for subsidy. VET institutions must at least indicate measurements to improve the quality of the guidance offered by teachers and trainers during apprenticeships.

**An example of mechanism in practice is the JOB, which is an instrument which encourages the professionalisation of teachers and trainers in company and is a monitoring tool from the interest or lobby group for VET-students (Jongeren organisatie beroepsonderwijs - JOB).** Every two years JOB monitors the satisfaction of VET-students about VET including the apprenticeships and the support by trainers and teachers during the apprenticeships. In addition, JOB gathers all complaints of students and publishes the most frequent complains. Due to this publication, signals about possible transgressions during apprenticeships and by trainers will be brought under attention. Besides the JOB, another instrument which encourages the professionalisation of trainers is the SBB award for the best trainer. Moreover, the Ministry of Education, Culture and Science stimulates business organisations to offer places for apprentices by funding practical learning. This subsidy reimburses partly the costs business organisations have for arranging guidance during apprenticeships.

In addition, in some sectors such as metalektro, the education and training funds (e.g. a fund of unions and employers organisations) offers businesses in their sector specific funds for guidance hours. Finally, the Ministry of Education, Culture and Science also made some agreements with the interest group for VET about improvement plans for apprenticeships by VET institutions. The amount of subsidy for the improvement plans is 58 million yearly in 2017 and 2018. Moreover, partnerships are organised by regional committees who meet on a frequent basis with apprenticeship being the main topic of discussion. VET institutions organise (regional) meetings to discuss elective parts of VET programmes, the VET programmes plan in general, the methods of assessing examinations and the organisation of guest lectures. *Guest lectures* represent a practical example of cooperation to exchange knowledge. They are provided by staff of business organisations on a VET school. Given that guest lecturers are not qualified teachers, they are allowed to organise a lecture under the responsibility of a qualified teacher for a maximum of four hours per week. Finally, there are discussions at school level and nationally on hybrid-model VET teachers: people who are employed in companies, but provide VET training for two or three days in VET institutions.

**Coordination is considered as the main enabling condition.** Coordination is manifested by the implementation of structural meetings on national, regional and personal (teacher/trainer) level. SBB arranges the

national and regional level meetings. For the meetings on regional level, so called 'sector chambers' are implemented. In these sector chambers VET institutions and business organisations from the same sector make sector related agreements regarding the development and maintenance of the qualification structure, the maintenance of enough and good quality learning companies, the development of information about labour marker, apprenticeships and efficiency of the training offer. Besides the sector chambers of SBB, the interest groups of VET institutions organise meetings for education managers of the same training sectors. In this meeting the managers discuss the sectoral visions, facilitate the exchange of knowledge and execute projects focused on quality improvements for the sectoral VET. As a prerequisite of these managerial meetings, preparatory work is done within lower organisational levels as well in order to aid the directors/managers in their work. Good coordination on the subject of each structure/meeting is crucial as overlap of content can be prevented. For matters regarding apprenticeships, the protocol for apprenticeships gives clarity about the responsibility of each stakeholder. This is a further example of coordination and is indicative of a process in which a good coordination and monitoring helps to improve cooperation. Indeed, the development of the protocol for apprenticeships resulted in clarity about the roles and responsibility of each stakeholder. Before this protocol studies of the inspection for Education[85] and the Court of Audit[86] both concluded that students were dissatisfied about the guidance of VET institutions during apprenticeships. The cause of this problem was the confusion that arose on the roles and responsibilities of involved schools during the apprenticeships, as prescribed by the law. This example provides evidence of a well-functioning and monitoring cooperation structure.

**Regarding the outcomes, the results of cooperation are monitored by the SBB (beroepspraktijkvorming-) bpv-monitor. In this monitor students and their supervisors are surveyed about their experiences with the quality of apprenticeship(s).** The monitor is meant for schools and learning companies to discuss these results together in order to improve the quality of apprenticeship(s). For that reason, the results will be reported on regional, school and training level. The first monitor started in 2016. Preliminary results of the first monitor concluded that students score the apprenticeships an eight out of ten, and the trainers of the learning companies gave a seven and a half. This is considered an improvement with respect to the results of previous studies which reported about the situation before 2009. Furthermore, VET institutions are obliged to report in their integrated annual report on the satisfaction of the business sector with the partnership between education and the labour market.

### 5.3.6 Cyprus

**In Cyprus, cooperation arrangements are less structured than in the other countries of this study.** Cooperation between teachers and mentors is basic. There are no arrangements to ensure cooperation and exchange between teachers and trainers/mentors. They have predefined duties which do not entail collaboration between the teachers and the trainers/mentors. At the same time, companies do not have trainers but instead they have mentors whose role is focused on offering advice and guiding the students. Teachers visit the company's premises with the role

[85] The inspection for Education [Inspectie van het Onderwijs] (2009), Aan het werk: Borging van de kwaliteit van de beroepspraktijkvorming mbo door onderwijsinstellingen en kenniscentra, consulted at 22th of December 2016: http://www.hetplatformberoepsonderwijs.nl/media/dirs/93/data/aan_het_werk_-_borging_kwaliteit_bpv_inspectie_2009.pdf

[86] Court of Audit [Algemene rekenkamer] (2008). Beroepspraktijkvorming in het mbo, consulted at 21th of December 2016: http://www.rekenkamer.nl/Publicaties/Onderzoeksrapporten/Introducties/2008/03/Beroepspraktijkvorming_in_het_mbo

of the inspector to check students' work and their role in the company. They closely monitor the industrial training although the mentor is not obliged to train the students. VET teachers can also be employed in industry on a full or part-time basis, with their salary being paid by the State. The aim is to offer VET teachers the opportunity to upgrade their knowledge and skills and be updated on technological changes and the latest technological development while at the same time facilitating cooperation between VET provision and businesses/enterprises. However, recent initiatives of the secondary technical and vocational education (STVE) are encouraging collaboration and, very recently, experts from companies have been invited to work at STVE schools as teachers.

**However, some initiatives are gradually taking ground**. Indeed, the public Vocational Education and Training System of **Cyprus** is in the process of being upgraded and reformed in order to become more attractive and able to address labour market conditions and skills demand. In order to support and accelerate the reform process, the "Strategic Plan for the System of Technical and Vocational Education and Training 2015-2020 foresees the enhancement of the quality and competences of VET teachers, which will be achieved through the organisation of practical workshops regarding modern methods of teaching technological subjects to groups of young or adult students of various academic levels/backgrounds attending the VET programmes mentioned above. Academics who are experts in modern teaching methodologies will be selected in order to carry out the workshops. Informative seminars aiming at the professional training of VET teachers on current issues affecting various industry sectors, for example the regulations governing the application of new and innovative technologies. Experts from the world of work will be selected to carry out the seminars. The budget allocated for the organisation of the practical workshops and informative seminars amounts to 67,200 Euro and will be co-funded by the European Social Fund and the Republic of Cyprus. It will cover the period between 2017 and 2020. In addition, the policy priority for upgrading the secondary technical and vocational education (STVE) includes the development of new STVE curricula oriented towards learning outcomes and based on ECVET units and the enhancement of the equality and competences of STVE teachers. This is pursued through the organisation of practical workshops and seminars aiming at updating teachers and trainers' knowledge regarding their field of specialisation as well as modern methods of teaching[87] . Finally, between 2015 and today, the Cyprus Pedagogical Institute (CPI) also organized, in collaboration with the Department of Secondary Technical and Vocational Education, a number of seminars for VET teachers and trainers. The areas covered focused mainly on learning outcomes (mainly for teachers involved in the development of the New VET Curricula), the European Credit System for Vocational Education and Training (ECVET), the European Qualifications Framework (EQF) and the Copyright Law. The CPI also implemented programmes of continuing professional development in the areas of ICT. At the same time, it provides pedagogical and technical support facilitating the effective use of ICT.

**One of the main challenges in Cyprus with regard to cooperation and dialogue between VET institutions and companies is the presence of small companies and a general lack of interests in VET.** In addition, Cyprus was severely affected by the recent economic crisis, as

[87] Korelli, Y. & Mouzourides, Y (2016). Supporting teachers and trainers for successful reforms and quality of vocational education and training: mapping their professional development in the EU-Cyprus. CedefopReferNet thematic perspectives series. Available at: http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_CY_TT.pdf

it contracted by 1.9 per cent in 2009 and grew only modestly by 1.1 per cent and 0.5 per cent in 2010 and 2011, respectively[88].

### 5.3.7 Croatia

**Cooperation and continuous dialogue between VET institutions and companies is still a challenge for Croatia**. The amount of cooperation between teachers and trainers is low and is limited to the monitoring role of the teacher during the practical placement of the student in the company. However, within the VET System Development Program 2016 - 2020, adopted by the Government of the Republic of Croatia in September 2016, several measures for the improvement of the cooperation between teachers and trainers are included. For example: (i) Work-based learning will be continuously promoted among employers, with the purpose of their stronger and more durable involvement in the educational process and ensuring that there is a sufficient number of placements for students in businesses and institutions; (ii) Establishment of Centres of competences, in which programmes of regular vocational education, teacher training and lifelong learning will be implemented, as well as other forms of formal and non-formal education (work-based learning, competitions, knowledge and skills presentations, etc.); (iii) Continuous professional development of teachers, with a strong focus on strengthening teachers' capacities and increasing their social standing; (iv) measures and activities proposed for strengthening capacities of mentors at workplace, who are put in charge of students during their placement in businesses and institutions

**In terms of mechanisms, the practical work of student is organised in schools, and in companies.** It depends on the sector and VET curriculum for which occupation will be organised training only in schools and for which must be organised in companies. The companies sign the contract for training in the company with parents of students. This contract is prescribed by Agency for VET and Adult Education, as well the other documents such as diary of training (practical work) of students, attendance at work place and a progress of students during trainings in the company. The teachers from VET school control and discuss with mentors about progress of each student during the practical work. Teacher from VET institutions exam students' progress in practical work. Trainers in companies do not work together with teachers from the VET institutions. The role of the teacher is to control whether the students attend to practical work. Teachers also check if the trainers in company conduct their administrative work and fulfil their duties related to this (their obligation is to fill in the work diary with required information regularly). The number of hours that teachers are in companies is very small, only three to four hours per week. The trainers in companies often do not have enough time for administrative work and therefore teachers often do this for them.

**The Croatian VET systems faces several challenges.** Among them, the case study report the lack of interest of relevant stakeholders in creating work based education in VET, the limited amount of companies and of licensed mentors who do not receive pedagogical education. Another issue affecting mentors is that they do not have incentives to get the license because they have to take special exam and pay for it and, even without licence, they can work in companies. Moreover, mentors are not extra paid for working with students. Even though some data show that there are more than enough practical work placements for students in companies, reality and the feedback from the schools say differently.

[88] Cedefop (2012). Vocational educational and training in Cyprus: Short description. Luxembourg: Publications Office of the European Union. Available at: http://www.cedefob.europa.eu/files/4118_en.pdf

### 5.3.8 Portugal

**The cooperation between VET institutions and companies in Portugal is defined by the regulatory authority (The Employment and Vocational Training Institute, i.e. IEFP, I.P.) in the general and specific legislation**. VET institutions have the responsibility of establishing and maintaining the communication and promotion of the apprenticeship courses, which starts before the beginning of the practical training at the workplace (PTW) and is kept during and after its end. Commonly, the professionals who cooperate on a regular basis are the training coordinator (from the VET institution) and the tutors (from the companies). The Training coordinator supports the training manager and is responsible for ensuring the global coordination of the training courses, while tutors are the professionals of the company responsible for monitoring, training and evaluation of the trainee during the practical training at the workplace. The trainer is instead responsible for the face-to-face training at VET institutions and, even though they may have some role in monitoring and supporting trainees during the practical training at the workplace they don't provide training in companies. Most part of the good practices for the establishment and maintenance of the cooperation and continuous dialogue between VET providers and companies of the apprenticeship system mentioned in this document are previewed by the regulatory authority of the apprenticeship courses (e.g. visits, exchange of information/documents, pedagogical meetings) which also contributes to their funding.

**In terms of mechanisms in practice, the cooperation and exchange of information and documents is defined at national level by the general and specific legislation of the apprenticeship courses.** Therefore, the visits, the maintenance of regular contacts (by phone, e-mail and post) and the participation of tutors on the final evaluation test are mandatory with VET institutions responsible for it. Furthermore, the regulatory authority suggests as good practice for the cooperation and communication between VET institutions and companies the participation and contribution of tutors in the pedagogical teams at VET institutions with the other trainers. Nevertheless, due to time constrains, tutors usually just share and send the necessary information about PTW, the trainee's learning process and progress to be discussed in the meetings. The terms of cooperation and exchange are defined and agreed in the agreement established between VET institutions and companies before starting the PTW in which the role and responsibilities of both organisations are described as established in the general and specific legislation. Moreover, other professionals are involved in this communication and cooperation process: the Human Resources Managers in charge of approaching a company for the first time to support the PTW, for the check of the technical capacity of the company to support it and also for the selection of the tutor responsible for the trainee and the Coordinator of the training course, which is usually a trainer of the technical training (trainer of the VET institution responsible for the vocational training), that sometimes establishes communication with the tutor to monitor the learning and evolution of the trainee during the PTW.

In what concerns the establishment and continuous cooperation and exchange between both parties, VET institutions play a major role (as promoter of the apprenticeship courses) and usually the initiative for it comes more from the training coordinator then from tutors. However, in the cases of companies in which PTW is better structured and the tutor's profile is defined and clear, their involvement and commitment with the training and learning process of trainee is higher and has a bigger impact on him/her. Recent debates in the Portuguese VET system are foreseeing the

possibility of integrating in the national qualification framework of trainers/tutors, the profile and training curriculum to tutors from companies. In this sense, some projects are already being developed. One of these projects is aimed at designing and testing a training program specifically addressed to tutors of companies supporting practical training at the workplace in the framework of apprenticeship schemes.

**The legislative support to cooperation is the main enabling condition.** Indeed, the legislation identifies strategies and modalities for the establishment and maintenance of the cooperation and continuous dialogue between VET institutions and companies (e.g. role/responsibilities of both parties, visits to companies, meetings with tutors/trainees, role and involvement of tutors). Another enabling condition is the connection between VET institutions with the labour market and social partners. This is especially true when a VET institution is part of a wider organisation (e.g. chamber of commerce, representatives from companies and workers), when the regulatory authority integrates the company's management (e.g. VET institutions of the IEFP, I.P. or partially managed by them) or when the VET institution has a sector focus. Furthermore, the experience that VET trainers have in the labour market is also an enabling condition, as it allows them to use examples, vocabulary and language related to the PTW of trainees. The willingness of companies to prepare and provide the necessary conditions for tutors and trainees for the practical training at workplace is a further enabling factors. Finally, this case shows how the tutor plays a strategic role in PTW; his positive attitude towards "the school side" and his professional skills and knowledge are deemed crucial for the quality and success of PTW. So, companies must identify the tutor with adequate profile for this task.

The case of **Portugal** is an example of investment made at national level in the quality and improvement of the VET offer. It also shows the awareness of institutional actors to allow companies to provide training according to their competence needs. **However, there are also several challenges.** Among these challenges, the low involvement of companies in all the phases of the apprenticeship courses, the lack of knowledge of VET providers about the PTW and the lack of time and investment of tutors are considered important issues to overcome. Potential solutions would be a better investment in national campaigns to raise the awareness of companies, young people and their families about the benefits and advantages of the apprenticeship courses in the qualification and preparation of young people to the labour market and the increase in the responsibility of companies and tutors in the training and qualification of young trainees, involving them in a more systematic way in all the preparation and organisation of apprenticeship courses.

### 5.3.9 France

**In France, apprenticeships are managed by the ministries of education and employment, by the Regions which have full jurisdiction in the area, and by social partners.** However, large networks are essential in the management and development of apprenticeships, particularly for the vocational training of Apprentice Training Centres (CFAs: Centres de formation d'apprentis) trainers and apprenticeship mentors in company**.** The National Pact for Growth, Competitiveness and Employment[89] considers the training of young people and employees as a key to competitive leverage. The concrete measures in the pact include strengthening the role of businesses in technical and

[89] For more information http://www.economie.gouv.fr/ma-competitivite/pacte-national-croissance-competitivite-emploi

vocational training and promoting the employment of young apprentices in small- and medium-sized enterprises (*SME*s).

In the **apprenticeship system** a distinction is made between trainers involved in theoretical in-class training, which are called 'teachers at apprentice training centres', and tutors in company, which are called 'apprenticeship mentors'. The latter is responsible for training the apprentice, takes on the role of tutor within the company and is tasked with contributing to the apprentice's acquisition in the company of skills for the qualification or, where relevant, diploma followed, in conjunction with the Apprentice Training Centres (CFAs: Centres de formation d'apprentis).[90] **The practical training of the apprentice is done mainly in the company, the theoretical training is provided by the CFA**. According to the diplomas prepared, the training time in CFA varies from 400 to 675 hours minimum per year. The training entails a close link between the two places where the apprentice acquires professional skills.[91]

The establishment of an apprenticeship training centre is subject of agreements concluded between the regional councils and partners such as the chambers of commerce, trade or agriculture; public or private educational institutions; businesses; associations and others. Hence, in the set-up of the CFA the involvement and engagement of the world of work is assured. When offering apprenticeship places, the company appoints an apprenticeship mentor. This can be either the employer, or an employee of the company. This tutoring must be carried out by a person having at least the same level of diploma as that prepared by the apprentice and two years of professional experience, or having a professional experience of three years. The tutoring function can be shared among several employees, in this case a reference apprenticeship mentor is appointed to ensure coordination of the team and liaison with the CFA. In liaison with the CFA, the apprenticeship mentor has the task of contributing to the acquisition of the skills by the apprentice in the company corresponding to what is demanded by the qualification. CFAs have set up training courses for the apprenticeship mentor. The purpose of these training courses is to inform apprenticeship mentors about their tutorial function and to give them practical tools to support them in their role in coaching, transferring know-how, evaluation and dialogue with the CFA.[92]

One particular interesting initiative is the Avenir Pathway. The Avenir pathway, is aimed at all pupils of the sixth grade from college to the final year of the general, technological and vocational lycée since the beginning of September 2015. This course should allow each student to: discover the economic and professional world; develop a sense of commitment and initiative; to develop its orientation on educational career. Concretely, the Avenir pathway brings each student to benefit from a set of coherent and progressive activities, lessons in the (VET) school and in the workplace.

The initiative for designing the Avenir course and initiate specific actions lies at the head teachers and the educational staff. For each action there are specific support structures. Within this initiatives, there are also actions aimed at bringing the school and the companies closer together. The visits allow the school teacher, head of a vocational school, the teacher in a general or vocational college or high school, the senior counsellor in education, or the career counsellor to:

- better understand the reality of the businesses and their evolution;

[90]See Refernet article on France 2016.
[91]http://www.education.gouv.fr/cid216/le-centre-de-formation-d-apprentis-c.f.a.html
[92]See for instance: http://www.cfa-adasa.com/contrat-dapprentissage/

- better identify the skills that the players of the economic world mobilize on a daily basis: fundamental knowledge, ability to innovate and work in a collective, foreign language skills, skills, scientific and technical culture, etc.;
- deepen your knowledge of the life of the company and of the economic world in its diversity;
- identify pathways for the development of educational activities for the direct benefit of students as part of the Avenir pathway.

In addition, The Center for Studies and Research on Partnerships with Enterprises and Professions (CERPEP) designs collective internships throughout the national territory for all teachers, guidance counsellors-psychologists, head teachers and inspectors.[93] A teacher can also make arrangement with a company and sends in an application form to CERPEP. When the CERPEP has validated the relevance of the internship, an agreement is made with the company, and the teacher is asked at the end of the internship period to write a synthetic report of three pages which will allow CERPEP to recognize the internship as a valuable training in its professional career. Another support structure for company visits is foundation C. Génial.[94] This foundation proposes the "Professeurs en entreprise" program every year. This operation allows teachers and other national education executives to visit research and development sites and production sites throughout France in the presence of scientific officials and engineers for in-depth exchanges. In 2014, the exchange involved 69 companies, and enabled more than 1,000 teachers and other education actors from 20 academies to visit companies in the scientific field.

### 5.3.10 Czech Republic

**In Czech Republic, there is no governance related to cooperation and exchange at the system level.**
Approaches towards organisation and governance may differ in individual schools depending on the fields of education provided as well as the type and size of the cooperating company, but also with regard to financial sources and relationship with a company. VET institutions and companies conclude mainly bilateral "partnership agreements". In some regions there are Sectoral agreements concerning certain economic field. The only person responsible for the cooperation is the director/statutory representative of the VET school. Therefore also any involvement of other partners into IVET of the school remains his responsibility. However, despite the lack of an institutional framework, there are usually long-term relationship between VET institutions and companies, which have been mostly developed by the strong personal involvement of the school director. **In other words, the cooperation system of Czech Republic is based entirely on the activity of individual schools and in particular is dependent upon the role of the school director.**

Regarding **mechanisms of cooperation in practice**, an example is the new school position of **coordinator of cooperation between school and company**, whereas the role of coordinator is usually being performed by the school director, the deputy director for practical education or head teacher for practical education. This coordinator of cooperation between school and company mainly represents the school in communication with the provider and also provides the instructor with methodological assistance during the practical education. Coordinator also ensures the collaboration of teaching staff (e.g. teacher of practical education) of the school and instructor and is responsible for performing control activities during practical education in a company. The most frequented form of cooperation

[93] http://www.cerpep.education.gouv.fr/
[94] http://www.cgenial.org/82-nos-actions/84-professeurs-en-entreprise

between school and companies is organizing excursions into companies, provision of practical education (training) in a company work sites and participation of experts from companies on education of students in a school.

Some cooperation initiatives have been implemented thanks to the ESF funding. **For instance, internships of teachers in companies had been piloted in several ESF co-financed projects since 2003 especially in the automotive sector**. The internships provide a convenient opportunity for the transfer of innovations into learning process. It has been verified in practice that for the VET teachers and trainers repeated internships in companies are particularly beneficial. These internships represent an opportunity for teachers to update their competences and this is particularly relevant because long-term employment at school does not allow for direct contact with rather dynamic developments within their field thus eventually resulting in outdated knowledge which ultimately reduces the quality of education.

Some schools are able without financial support of any project or other resources to organize every year the internship of teachers of practical education and teachers of theoretical subjects in a cooperating company (usually a huge one). Many VET institutions take the opportunity offered by companies and enable teachers to participate in specific courses organized by company for the internal staff of the company. **Internships of teachers in companies are currently being encouraged by the Ministry of Education.** More specifically, the aim is to encourage secondary school teachers in improving the quality of their daily work with students through targeted internships at employers and to raise their skills and enable them reflect better new trends and technology into education. The modalities of these internships should ensure flexibility in terms of duration and hours. **However, they are still at theoretical level and implementation is foreseen in the near future.** Another study within the POSPOLU project proposed the introduction of an obligation for the teachers to complete an internship in a company within the specified time for self-study and at the same time an obligation for the schools to enable teachers to participate in such an internship.

**Other challenges are represented by the lack of willingness of companies to cooperate, even though the situation differs for large companies in which there is usually present a mentor.** Most recently, the government has undertaken initiatives in order to improve cooperation. For instance, in April 2016 the MŠMT prepared recommendations on contractual relationships between employers and schools (an Agreement on the content and range of practical training, terms and conditions of its provision) with the aim to unify proceedings and practices regarding the practical training provided in the real working environment of companies and to motivate employers towards cooperating with schools.

**To conclude, the current cooperation system is based entirely on the activity of individual schools and, where this is the case of teachers' internships in companies, they rely on ESF funding.** However, some proposals have been made to implement the teachers' in company internship on a systematic basis under national funding in order to make these internships part and parcel of teacher's competences' update.

## 5.4 *Key findings on cooperation: Cross country analysis and scope conditions for cooperation*

**Key finding 5:**
**Cooperation on quality of teachers and trainers in WBL is better ensured in countries where the VET governance is organised as a cooperative system and where all relevant stakeholders are involved.**

Overall, the chapter shows that cooperation between learning venues in work-based learning is differently organised and is highly dependent on the tradition in the country. Whether there is cooperation and continuous dialogue between VET institutions and companies on the issue of quality of teachers and trainers in company differs as well heavily. In the more traditional apprenticeship countries and countries having a participatory VET tradition[95], cooperation on quality of staff involved is better assured compared with countries that lack this background and have a VET system which is more school-based (though there are some exceptions, such as Finland).

**A first aspect emerging from the substantive description is that cooperation is more likely to occur in countries in which VET governance is organised as a cooperative system**, meaning that the training quality is the result of the collaboration of all parts and stakeholders involved (DE, AT, NL, PT). By contrast, in countries in which VET governance is largely underspecified at institutional level, cooperation is more challenging and fragmented (CY, HR, CZ). For example in Czech Republic cooperation solely relies on the initiative of schools and companies. **Finally, the political and institutional support** – such as a broad array of formal regulations, the availability of funding and the dissemination of cooperation initiatives through guiding material and institutional websites - are two **further drivers for stimulating cooperation** (DE, AT, NL, SE, FI, PT).

As the cases have underlined, institutionalized structures, such as committees, boards, quality circles are not only an arena where members exchange information but also a context where they enhance their mutual understanding of the outcome goals and the processes necessary to achieve them (AT, FI, DE, NL**). Social partners play a crucial role in the development of cooperation both at system and sectoral level by acting as "mediating structures" through the creation of network and the provision of information on skill needs and competences requirements according to the needs of specific sectors (AT, DE).** Moreover, they also act as mediators for cooperation between vocational schools and companies at regional level through the setup of committees, consultation, hearings (AT, DE). However, their role could be strengthened at the level of VET providers. For example, **we suggest that a more active involvement of social partners could be represented by increasing their contacts at local level with school principals and by a direct involvement in cooperation activities aimed at exchanging views on what is needed to balance the demand of competences and the supply of training**. At the same time, in countries in which an active partnership between schools and companies is lacking (HR, CY, SE to a

[95] See: Cedefop (2013). Renewing VET provision: Understanding feedback mechanisms between initial VET and the labour market. Luxembourg: Publications Office. Cedefop research paper; No 37. http://www.cedefop.europa.eu/EN/Files/5537_en.pdf

lesser extent) social partners should be more involved in having their say on the content and provision of VET contents.

The case studies also suggest that the role of institutionalised structures is more than a flow of information. Instead, it is a manifestation of the knowledge and competences of individual actors, such as principals, teachers, trainers who are involved in the actual implementation of cooperation (SE, FI). Hence, even though the political and institutional support is an essential pre-requisite to stimulate cooperation, targeted actions and joint initiatives are the result of direct relationships between individual actors (SE, AT, FI, PT) and they are also dependent on part of the influence and mediation of facilitators and intermediaries (NL, AT). In other words**, the organisation of VET as a cooperative system matters but the fostering and support of cooperation initiatives is dependent on the capabilities of individual institutions and actors.** The examples of work placement in companies provides evidence of the close cooperation between VET teachers and representatives from companies in linking teachers with the world of work (FI, SE, PT).

School principals also play an important role in promoting cooperation and overcoming administrative difficulties (SE, FI, AT, DE, CZ). They not only encourage the establishment of partnerships between schools and companies (thus supplementing the formal cooperation established by legislation) but they also facilitate the participation for teachers at a practical level in terms of information (such as in the cases of Finland and Sweden) and coordination (by establishing direct contacts with companies such as in Austria and Germany). As also shown by the case of Czech Republic, relationships with companies are mostly developed thanks to the strong personal involvement of school directors. Therefore, the evidence from the case studies allows us to conclude that maintaining close relations at a personal level is one of the main enabling conditions for ensuring cooperation.

How can closer engagement in work based learning be fostered? Based on the experiences of some countries (FI, AT, DE), we suggests that a concrete way to cooperate could be for instance identified in the implementation of regular meetings of school principals with companies, social partners, teachers and trainers to discuss professional subjects, curricula requirements or the implementation of specific training modules. In this sense**, the implementation of formalised understandings negotiated by school principals on behalf of their VET institutions could benefit to both teachers and learners.**

**Key finding 6:**
**Cooperation should not be seen as an end in itself but as a tool to improve the quality of VET and its responsiveness to the labour market needs.**

**A second aspect which these cases illustrate is that cooperation is not intended as an end in itself but as an instrumental way to improve the quality of VET, under its double dimension of responsiveness to the labour market needs and ensuring learners high quality learning experiences**. A common element in the case studies is that the promotion of cooperation rests on the assumption of changing labour market needs and the consequent development of rapidly evolving curricula and changing technologies and production processes (SE, FI, DE, AT, NL, CY, CZ).

For this reason, teachers are increasingly required to integrate new knowledge into their teaching practices and they are also more directly involved in the planning of the curriculum to a larger extent than before (AT, DE, NL, PT, CZ). By consequence, experiences in companies are of increasing importance. As indicated by the case studies, the establishment of good partnership relations between schools and enterprises is an essential tool for teachers to develop clearer professional profiles and increase their own skills and competences.

Initiatives such as workplace training of teachers (FI, SE), in company visits (DE, AT), guest lectures (NL, CY to a less extent) and the emerging initiatives of teachers' internships in companies in Czech Republic are all positive modalities which help teachers to orient themselves among the challenges of the enterprises where their students work. Moreover, these initiatives help teachers to integrate their knowledge into their curriculum on daily basis. Finally, these initiatives are also essential in contexts related to new sectors of the economy, such as Information and Communication technologies (DE, AT) and, more in general, to those sectors that are more exposed to a higher degree of skills innovation and competences' update, such as for instance the automotive industry (CZ).

Given that teachers often possess a university preparation (thus, not always aligned with learners' needs), the intensification of relationships between VET institutions and companies might contribute to equip teachers with more updated competences. Indeed, as also mentioned in some case studies (FI, SE, CY, HR, **CZ**), **one of the challenges for cooperation is represented by the divergent views from the "world of school" and the "world of work" with different perspectives regarding the content of education and the requirements needed by companies.** In this sense, the experience of Germany with initiatives and projects such as visit in companies, student portfolios about training activities, presentations of company-experts in vocational schools and joint visits of teachers and trainers in third companies represents a fruitful example of cooperation and dialogue between the "two worlds" which could be potentially implemented in other countries as well. Therefore, based on the experiences of countries in which this dialogue is more effective (DE, AT, NL), **we suggest the implementation of regular meetings, forum and initiatives which should converge around the identification of shared learning outcomes on the basis of common questions and reflections such as key competences required for a specific profession, contribution of schools and companies to the achievement of the goals, specific types of learning processes required.**

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**Key finding 7:**
**Cooperation on the quality of teachers and trainers works better when VET is attractive and companies are willing to take part in cooperation.**

Strictly linked to the two previous points, the final aspect emerged from the case studies is that **cooperation is more likely to occur in countries in which the status of VET is recognised as relevant for the labour market by all the involved actors, including companies**. In systems in which VET is more attractive, meaning it ensures low youth unemployment rates and companies recognise its benefits, cooperation is more likely to succeed as it can be seen as a tool to promote employment and growth (DE, AT, NL, FI and, to a less extent Sweden). By contrast, in countries in VET takes place in schools that favour more theory based education (thus being less fine-tuned with the needs of the companies), cooperation is more challenging to achieve (HR, CY, FR, CZ – but the exception of Finland). The examples of Germany, Austria and the Netherlands suggest that, even though cooperation between schools and companies is institutionalised, the actual practice relies on the initiatives of individual actors and individual companies. As also found by European Commission and Cedefop, it is important to get companies on board in supporting training and trainers.[96] The company (usually bigger companies rather than SMEs) is an important actor in this process; indeed, it is its own interest towards active partnership which is a pre requisite for the establishment of good partnerships and this also helps to explain why cooperation is marginal in those countries where small companies prevail and thus there are no incentives for them to be involved in cooperation (CY, HR). In countries in which companies have more incentives to foster cooperation, additional initiatives positively acknowledged by the case studies are initiatives such as awards for exemplary training companies and best trainers (NL, AT). However, these initiatives could be considered to be implemented also in other countries as they might represent an incentive for companies to improve cooperation but, above all, they might contribute to promote a higher status and a better awareness on the benefits of VET.

A final element of reflection is that the same concept of "cooperation" varies across the countries examined. While some countries possess a good understanding and awareness on the importance of cooperation as a way to improve the quality of teachers and trainers and VET in general, in other countries this concept is still in its infancy or is not seen as a tool to improve the quality of WBL. Therefore, a potential way to create a common awareness around the concept of cooperation and its principles could be the **organisation at transnational level, of "WBL cooperation quality circles**" – in the form of peer learning activities or workshop - in which policy actors could increase their awareness on the benefits and mechanisms of cooperation through mutual socialisation and shared knowledge.

**Key finding 8:**
**Given that work-based learning and the learning-outcome approach are becoming more prominent in VET, cooperation arrangements and continuous dialogue between the involved learning venues is becoming an essential part of a functioning**

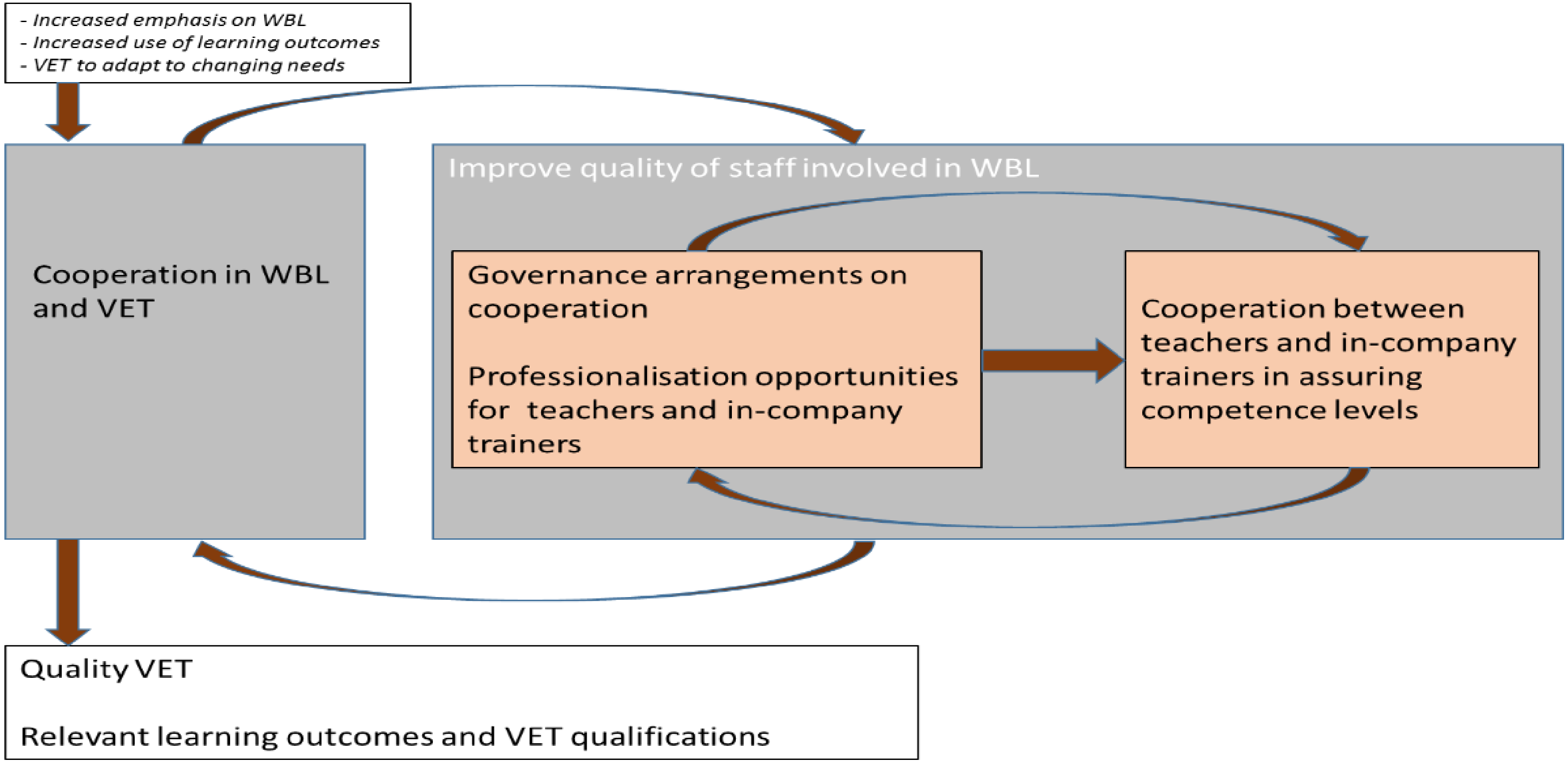
[96] European Commission and Cedefop (2014). The guiding principles for professional development of trainers in VET, p. 19.

**WBL.**

As both work-based learning and the learning outcome approach are becoming more and more prominent in VET in Europe, more emphasis is placed on the cooperation and continuous dialogue between different learning venues. It is exactly the combination of both developments that stress the continuous dialogue at the level of VET institutions and companies and at the level of teachers in VET institutions and trainers in company. The increased emphasis on work-based learning alone could be implemented by making clear arrangements about who is responsible for what part of the VET curriculum and there is not necessarily continuous dialogue involved. The use of the learning outcome based approach enables a better alignment of the VET provision with the (direct) labour market needs. In the case of work-based learning, this requires VET institutions and companies, teachers in VET institutions and trainers in companies to communicate on what learning outcomes are achieved in which learning venue and how the other learning venue could support the acquisition of the learning outcomes. In order to realise quality work-based learning, cooperation between learning venues need to be assured at all levels. This cooperation at the same time needs to facilitate, and needs to be facilitated by professional development opportunities for teachers in VET institutions and trainers in company. The relationships between cooperation in VET in general as a precondition for quality VET relates to improving quality of staff in the same way: The cooperation is both a precondition for quality staff as the result of quality of staff. This complex situation is schematically presented in figure 5.3.

Putting higher demands on trainers in company in terms of competence requirements, involvement in CPD, cooperation with VET providers however needs to be balanced and incentivised with the willingness of companies to be involved in work-based learning. Raising quality requirements can have as a downside that WBL becomes less attractive for employers.

***Figure 5.3. Schematic representation of the relationships between cooperation in WBL and VET and quality of staff in WBL***




*Source: authors*

# 6 CONCLUSIONS

The study mapped: 1) governance arrangements in place for professionals involved in WBL; 2) professional development arrangements for those professionals; and finally, 3) in what way cooperation between schools and companies is arranged, focusing on the quality of the professionals involved. The conclusions are structured along the same lines, focussing first on the role of teachers and trainers in WBL.

## *6.1 Conclusion on the role of teachers and trainers in WBL*

A distinction is made between **those who perform their tasks rather in the VET institution (teachers);** and **those who perform their tasks rather in companies or their associations (trainers)** that train students (both IVET and CVET) to obtain a formal VET qualification. Related to this distinction, the box provides a number of interesting findings.

Although the study provides a clear demarcation between the teachers in VET institutions and trainers in companies, this study recognises that distinctions are nearly never clear cut and that there are many grey areas. This concerns for instance to what extent general VET teachers, or theoretical teachers are involved in WBL, and how they relate to practical subject teachers, or in-school trainers and instructors. Another issue is that the job title of trainers is used both in companies and in schools (see: *Figure 2.1. Overview of professionals, where they work and how they are involved in WBL*).

In total, the inventory came across 116 different profiles of professionals that are associated with WBL in 28 MS. This first selection however contained a high number of teachers that are involved in teaching general subjects or theoretical subjects. As it remained uncertain whether they are indeed involved in WBL, these profiles are excluded from the analysis. Hence, in the end 56 profiles were identified that cover teachers and trainers in WBL. 30 profiles of professionals working on WBL in VET institutions were identified and 26 profiles of professionals working on WBL in companies were encountered (see: *Figure 2.2. Distribution of profiles identified across the place of work*).

Findings related to **Teaching professionals in VET institutions:**

- Teachers in VET institutions in WBL are most often described as teachers, but also as trainers, instructors or tutors. With the diversity in titles, the views on the responsibilities of these professionals also differ. While most professionals are referred to as 'teachers', their role is increasingly moving towards guiding and enabling learning in cooperation with different teachers and working life representatives. Teaching professionals in VET institutions are experts in vocational competence, guidance of students and assessment. They also support trainers working in companies in the instruction and assessment of the student and provide help in any practical matters they encounter.
- The minimum qualification level set for teaching professionals involved in work-based learning depends to a large extent on the role that a specific VET practitioner has in VET institutions. Teachers in WBL are generally required to possess at least technical upper secondary

education in combination with professional experience in their area of expertise. Some type of pedagogical training (at tertiary level) is generally mandatory, though industry professionals are generally permitted to start teaching at VET providers while initiating their pedagogical training.
- In addition to minimum requirements on qualification levels, most MS formulate **explicit competence requirements for teachers** by means of decrees, acts and/or regulations. Only a handful of MS have formulated necessary competences and minimal requirements for VET teachers in WBL specifically; most of the competences are general requirements applicable to all (VET) teachers. This study synthesised the various competences defined for teachers in work-based learning (See: *Table 2.2. VET teacher competences formulated*).

Findings related to **training professionals in companies:**

- Trainers in companies in WBL are most often referred to as 'work-based' or 'company tutors' (ES, FR, IE, IT, LV, LU, NL, RO), 'apprenticeship mentors' (BG, FR, SI), 'in-company trainers' (DE) or 'licensed Craftsmen' (HR). In Finland they are referred to as 'workplace instructors', i.e. working professionals (i.e. skilled workers) in companies with the responsibility to 'supervise' (instead of to instruct) learners in the workplace. Some countries explicitly distinguish between IVET trainers (AT) or CVET trainers (DE, CZ). This shows the diversity of definitions used across the EU to describe trainers in companies.
- Trainers in companies are usually not specifically recruited for a training position in a company. They are nominated by their employer to take up the position of work-based learning trainer in the company, while continuing their own function as well. This study found that the requirements on these trainers in companies vary substantially more than those of teaching professionals in VET institutions, and on various aspects. It may include for instance previous qualifications, working experiences and pedagogical skills of the professional. Formal frameworks that define the knowledge, skills and attitudes that trainers should possess are only found in a few MS (i.e. DE, FI, IT, NL), and even in those MS, the trainer competences defined are often a suggestion to companies, and are not binding. Skills and competences for trainers can also be included as part of the competences defined for their occupational profiles, instead of in a separate occupational profile for trainers (See: *Table 2.5. Examples of required trainers' competences*).

The study concludes that a sharp line differentiating teachers and trainers and the various terms employed in many different European countries context is not straightforward given the diversity of orientation among VET systems. Related to this, the study finds that the role of teachers in VET institutions is generally well defined across the EU, and further elaborated through minimum competence requirements. Except for a few cases, the role of trainers is less specifically defined. Generally, their role and competences are defined by sectors, sometimes consisting of non-binding suggestions only. Where minimum requirements on trainers exist, these generally do not lay down detailed requirements on competences, but are more process oriented (such as minimum years of experience).

## 6.2 Conclusion on governance of teachers and trainers in WBL

Teachers do not work in isolation; they are an integral part of much wider systems that influence their motivation, attitudes, effort and performance. Governance frameworks for teachers and trainers in WBL, consisting of policy documents related to education policy, VET policy, general teacher policies, labour policies and/or quality policies (see: *Figure 3.1. Types of policy documents covering professionals in work-based learning*) are a central aspect of quality in work-based learning. Different policies and governance frameworks tend to include a variety of different aspects that affect teacher/ trainer quality, such as legal status, recruitment procedures, working conditions, needs identification, continuous quality improvement, mobility, and including special needs. The box provides a number of interesting findings.

The study points to the following main findings on **governance frameworks for teaching professionals in VET institutions**:

- In 28 MS, a total of 161 governance frameworks were identified that regulate VET teachers in WBL. WBL teachers are generally covered by frameworks that also apply to other VET teachers, or those that cover general education. This can lead to situations where the governance frameworks are not sufficiently attuned to the needs and requirements of teachers in a work-based learning context. Such needs and specific aspects of WBL are, for instance, a high level of (technical) subject knowledge, close relationships with stakeholders in the economic sectors, different pathways into the teaching profession, and more emphasis on guidance and mentoring.
- Most of the quality aspects mentioned are included in governance frameworks that apply to WBL teachers working in VET institutions. In this, the aspect of mobility of teachers receives the least attention in MS (see: *Figure 3.2. Topics addressed in governance frameworks related to teachers*).
- To ensure the quality of WBL teachers, VET providers need to be given the opportunity to 'compete' with companies to attract the best industry professionals. Some examples show how strict legal frameworks were adjusted to allow industry professionals to also teach in VET institutions (in Hungary), or create a new category of 'hybrid'-model teachers, who work in companies while also teaching at VET institutions (*Netherlands, see box Blue Careers*). Such provisions are important steps to ensure that governance frameworks do not limit, but facilitate quality WBL in VET institutions.

The mapping exercise found the following main findings for **governance frameworks that apply to trainers in company**:

- A total of 50 governance frameworks were identified to regulate the quality of trainers in companies. In comparison to teachers, trainers in companies are less often covered by governance frameworks.
- In many MS, trainers in company are considered outside the world of education and are therefore covered by individual company policies or sectoral policies (either agreed with social partners). Therefore, it is often unclear which governance frameworks apply to which trainers in company. Particular areas that lack coverage concern working conditions and payment, international mobility and dealing with special needs (see: *Figure 3.3. Topics addressed in governance frameworks related to trainers in WBL*).

- MS with more developed dual VET systems also tend to have more elaborate governance frameworks in place for trainers. In Austria and Czech Republic for instance, the governance framework does not only require that the trainer has didactic competences (passed trainer exam), but also requires that the trainer explicitly has the skills to train apprentices within a real working environment, and be explicitly responsible for student's safety at the workplace. In Finland, the VET decree sets requirements on the number of skilled employees working in training environments, while the quality policy explicitly supports trainers in company to cooperate with education providers (see: *Table 3.6 Governance framework for trainers in WBL in Finland*).

Based on these findings, the study concludes that the governance frameworks do not cover all aspects related to quality teachers and trainers in WBL. For both teachers and trainers the legal status, rights and responsibilities and recruitment procedures might be covered in most countries, other topics only receive very limited attention (see: *Figure 3.4. Topics addressed in governance frameworks related to teachers and trainers in WBL*). Where for teachers in WBL in VET the profession of being a teacher is highly regulated, this is not the case for trainers in company: The governance framework often departs from the perspective that it is not the *profession* of being a trainer that is regulated, but the *role* of trainer that a working professional takes up in addition to his or her regular tasks. Because the trainers are employed by the companies in the economic sectors and are hence not part of the world of education, the topics are not covered by overarching policies but by individual company policies and sectoral policies (either agreed with social partners). For teachers the governance framework is more attuned to (secondary) general education teachers and for trainers in companies there is a general lack of coherent and overarching frameworks. This limits the possibilities to systematically work on developing the quality in WBL.

## 6.3 Conclusion on professional development arrangements for teachers and trainers in WBL

As the quality of the learning in the classroom hinges on the quality of both teachers and trainers in WBL, chapter 4 focused on the professional development opportunities in place for both teaching (in-school) and training professionals (within the companies). The study looked at the professionalisation continuum taking into account initial teacher/trainer education; early career period support; and continuing professional development (CPD). The box provides a number of interesting findings.

Concerning the professional development opportunities for **teachers in VET institutions**:

- In total 27 MS offer pre-service programmes for teachers in WBL. Most common are full pre-service programmes for teachers in WBL; 19 MS offer full programmes compared to nine MS offering top-up programmes (see: *Table 4.1. Type of pre-service training programmes for teachers in WBL*). In countries where the usual entry route into the teaching profession is via a full programme, the teaching profession seems more formalised compared to the countries where the route into the profession is via top-up programmes. In fact, MS with top-up programmes for VET teachers in WBL generally allow teacher trainees to start teaching when they

enrol in the top-up qualification, so before they officially gained their teaching qualification. The pre-service qualification programmes for teachers in work-based learning settings in all MS provide substantial attention to pedagogical competences.

- Whether implicitly or explicitly forming the bridge between pre-service qualification and autonomous practice, the importance of well-structured induction and support by peers through mentoring schemes for teachers in WBL is generally well understood across the EU. In 20 out of the 28 MS references were observed to early career support for teachers in WBL. Such induction schemes can run from two years (SK) to only a few months, can involve in-depth counselling and continued training (see *box on Early Career Support - Ireland*), can have quite different involvement of central authorities across the EU and is usually organised at the discretion of the VET provider. For teachers the legal provisions for early career support in various MS overlap with those of the final stages of the pre-service qualification (through a 'probation period' after qualification).
- All MS offer at least to some extent possibilities for VET teachers in work-based learning environments to conduct CPD (see: *Table 4.3. Overview of legal requirements for CPD for teachers in WBL*). The dominant approach to CPD for VET teachers in WBL is not to set specific minimum requirements to CPD. Instead, most MS leave substantial policy space for VET institutions or individual teachers to make choices on their professional development needs. In general, teachers in VET institutions have a choice of more technical subjects to continuously develop their vocational skills in their area.

Concerning **professional development opportunities for trainers in companies**:

- Pre-service programmes for trainers in company in WBL show a reversed picture compared to teachers. While six MS offer some kind of full programme, 12 MS offer top-up programmes (five MS offer both full and top-up programmes) (see: *Table 4.5. Type of Initial Trainer Education/Training*). There is a wide variety of programmes in terms of duration and responsibilities. The programmes can range from a couple of hours (or a couple of days) to programmes that take up more than 100 hours (see: *Table 4.6. Characteristics initial training programmes*).
- No induction schemes where found for trainers in company in WBL (see: *Figure 4.2. Coverage in governance frameworks of professional development possibilities for trainers in WBL in companies*). It seems that the necessary requirements are mainly provided through initial training and/or CPD programmes. As training is considered more a role than a profession, the working professionals are already experienced workers and often already have a role of supervising and guiding new employees within the company. As a result, they depend less on early career support in their training than teaching professionals in VET institutions. Trainers in company, even after concluding an initial programme to offer training, remain within the same company, maintain the same tasks (but added training) and maintain the same contractual status. For these reasons, there is less need for induction.
- For trainers in company, in 14 countries schemes for CPD are identified. CPD does not appear to be a legal obligation at all (see: *Table 4.8. Characteristics of CPD programmes*). There are formal CPD programmes identified in twelve MS and non-formal programmes in at least five MS where the learning by the trainers

occurs more implicitly on the job. Beyond the MS with a fully established apprenticeship system, MS offer relatively limited professional development opportunities to trainers in company, which are left at the discretion of the trainers in company themselves or the companies. There are limited push and pull factors available that encourage those trainers to be well trained and to keep them well trained.

The professionalisation continuum, although very relevant and helpful to identify gaps in the training offered to teachers, does not align well with how working professionals take up the role of trainers in company. For them, the initial training, or introduction to training concepts, the induction and CPD are the same: they learn to be a trainer while being in employment, and not changing their profession radically.

The study concludes that compared to teachers in VET institutions, the professional development arrangements for trainers in company are limited, raising concerns about the quality of WBL in companies. In most countries, the professional development of trainers is not associated with the responsibilities of VET institutions. While VET institutions and companies are jointly responsible for the WBL, the VET institutions could contribute more to the professional development of trainers in companies to improve the quality of WBL. The other way around, the trainers could contribute to the skills development of teachers in VET institutions as well. This can best be organised in shared responsibility between VET institutions and companies; whereby there should be shared responsibility of and attention to the maintenance of pedagogical, didactical and theoretical knowledge, skills and competences and updating the technical, occupation specific knowledge, skills and competences. This includes stimulating close alignment between teachers and trainers in their skills development through specific programmes or exchanges (tandem; job shadowing); bringing the teacher inside the company and the trainer from the company inside the VET institution; and stimulate mobility between the world of education and the world of work and between countries. One of the main conclusions to be stated here therefore is that the arrangements offered for professional development of both teachers in VET institutions and trainers in companies are not offering all of them the chance to deliver the desired quality in WBL and they do not stimulate mutual cooperation, communication and professional development. The professional development arrangements therefore show gaps that hamper the development of quality WBL.

### *6.4 Conclusion on cooperation between teachers and trainers in WBL*

Finally, the study has investigated how cooperation and continuous dialogue between VET institutions and companies (specifically between teachers and trainers) is organised with a particular focus on the mechanisms and governance arrangements supporting this cooperation and dialogue. The box provides a number of interesting findings.

**Cooperation concerning the quality of the provision of work-based learning** can take place at different levels, namely at macro (system) level; at meso (sector/regional) level; at micro level including institutional level (VET school / company) and individual level (teacher-

to-trainer). In many countries the cooperation is covered in the legal frameworks (nine of the countries) or required by sectoral arrangements (eight of the countries). In four countries, the cooperation between VET institutions and companies is defined on a case-by-case basis (see: *Figure 5.1. Basis for cooperation arrangements between VET institutions and companies*).

In the 15 countries from which data is collected on **cooperation arrangements specifically related to quality of teachers and trainers in WBL**, eight countries indicate that the quality of teachers and trainers is a joint responsibility of VET institutions and companies (AT, CZ, DE, ES, FI, HR, LV, SI). In three countries, the quality of teachers and trainers is the responsibility of companies but VET institutions are involved (IT, NL, UK). In another three countries, the quality of teachers and trainers is the responsibility of the VET institution, but companies are not involved in the development and implementation of policies (BE, DK, MT). In one country, VET institutions and companies are both responsible for quality of teachers and trainers, but do not cooperate (focus on different types of teachers and trainers) (HU) (see: *Figure 5.2. Cooperation arrangements specifically related to quality of teachers and trainers in WBL*).

Cooperation **on quality of teachers and trainers is a complex and multi-dimensional issue whereby the cooperation is at the same time a precondition for quality provision and an outcome of arrangements in governance and professionalisation.** The following main conclusions derived from the ten case studies illustrate this point:

- **Cooperation on quality of teachers and trainers is better assured in countries in which VET is organised as a cooperative system, namely all the relevant stakeholders participate in setting VET goals and objectives.** At one end of the spectrum, political and institutional support at national level - such as formal regulations, funding mechanisms and the promotion of cooperation through institutional websites and materials - regulates cooperation. However, political and institutional support leaves room for implementation by sub-national actors. For example, in Germany and Austria, social partners play an important role in the development of cooperation by acting as "mediating structures" between VET institutions and the needs of specific sectors (through the creation of network and the provision of information on skill needs and competences requirements according to the needs of specific sectors). At the other end of the spectrum, the capabilities of individual actors represent an essential enabling condition for implementing cooperation. For instance, school principals emerge in many countries as important agents for supporting cooperation by encouraging partnerships between the school and companies but also by creating a hospitable climate for ensuring teachers' participation in workplace training initiatives (*see section 5.4 – key finding 5*).
- **Cooperation is not an end in itself but it is instrumental to improve the quality of VET and its responsiveness to the labour market – and ultimately learners - needs.** Especially in a rapidly changing world in terms of jobs and skills, VET systems are required to enable learners to manage complex ways of thinking and working. For these reasons, teachers need to constantly adapt and recalibrate their competences in a fast changing world. In this sense, cooperation initiatives such as workplace training of teachers implemented in Finland represent practices that help teachers to advance their personal knowledge and the knowledge required in their professions thus

reducing the gap between the "world of school" and the "world of work" and that can be ultimately adapted in other countries as well (see *section 5.4 – key finding 6*).

- **Cooperation on the quality of teachers and trainers works better when VET is attractive and companies are willing to contribute.** In those systems in which VET is more attractive, meaning it ensures low youth unemployment rates and companies recognise its benefits, cooperation is more likely to succeed as it is seen as a tool to promote employment and growth. Furthermore, cooperation is not a solitary exercise but it is a shared responsibility between national actors, VET institutions and companies at all levels of governing and delivering VET (define standards, distribute responsibilities, deliver programmes and provide work-places). In particular, the availability of companies to cooperate is a necessary pre-condition for establishing good partnerships. To improve awareness around the concept of cooperation among all the actors involved, a potential initiative could be the organisation at transnational or national level of "WBL cooperation quality circles" – in the form of peer learning activities or workshops - in which policy actors could increase their awareness on the benefits and mechanisms of cooperation through mutual socialisation and shared knowledge (see *section 5.4 – key finding 7*).
- **Cooperation arrangements and continuous dialogue are part and parcel of a functioning WBL system oriented towards learning outcomes.** This means that cooperation between learning venues need to be assured at all levels. VET institutions and companies, teachers in VET institutions and trainers in companies are required to communicate what learning outcomes are achieved in which learning venue and how the other learning venue could support the acquisition of the learning outcomes. Cooperation is not only a precondition for assuring the quality of teaching staff but is also the result of this quality (see also *figure 5.4*).

The mapping of cooperation and continuous dialogue practices looked into the efficiency of existing structures and methods of cooperation. Political and institutional support play an essential role in ensuring cooperation but they are not the only component of the process. The initiative of individual actors within VET institutions such as school principals, the willingness of teachers to undertake training initiatives, the role of social partner organisations organising VET and work-based learning and in acting as mediators between VET institutions and companies and the awareness of companies on the benefits of cooperation are further components for advancing cooperation. In this sense, at all levels related to governing and delivering VET the implementation of initiatives such as regular meetings of school principals with companies, social partners (among which are intermediary bodies and chambers), teachers and trainers to discuss professional subjects, curricula requirements or the implementation of specific training modules are among the most promising ways to foster more cooperation between teaching staff in VET institutions, and trainers in company with the aim of improving the quality of WBL.

## *6.5 Suggestions for further study*

The mapping of governance, professionalisation and cooperation demonstrates that the quality of teachers and trainers in WBL is still emerging and therefore there is room for further research. Based on the findings, some further research areas are suggested:

1. A first area of further research is to analyse the governance frameworks and professionalisation frameworks related to trainers in companies involved in WBL. Although this study explored this topic, much is still unclear, especially when it comes to **economic sector policies and initiatives** on this topic. The finding that the trainers in company are less well covered in governance frameworks and professional development arrangements might be related to a lack of information on sectoral policies.
2. A second area to further study is specific cases of **hybrid-model teachers**, whereby teachers and trainers both work in VET institutions and companies. These hybrid-model forms could provide a solution to closing gaps between VET institutions and companies but are associated with many governance and institutional issues (such as wages, pensions, labour agreements). This model deserves a further in-depth analysis.
3. A third area of further potential investigation is **guidance** of teachers and trainers involved in WBL in VET. In terms of governance frameworks, the study has underlined that teachers in WBL in VET institutions are included in most of the countries under the same provisions and governance framework of teachers in general education (see section 1.1.1). However, this might overlook the need of specific requirements for guidance of teachers in WBL, given the peculiarity of WBL in terms of subject knowledge, close relationships with stakeholders in the economic sectors, different pathways into the teaching profession. At the same time, in terms of professional development, available data do not allow firm conclusions to be drawn on the variety and effectiveness of mechanisms provided to guide teachers into CPD programmes, such as individual assessment, assessments made by other teachers or self-assessment (see section 4.2.3). For trainers in company, whether and how guidance is provided to direct them to CPD is even less clarified. More research is needed to understand how guidance is provided for teachers in VET institutions and for trainers in company. For instance, how to create better links between work-based learning and career guidance? Which are the most effective ways to ensure that career guidance for teachers and trainers in WBL is based on constantly updated labour markets and skills requirements?
4. A fourth area for further investigation is leadership and autonomy at the level of the VET institution. The study identified a key role for school directors in facilitating professional development of teachers in VET institution and trainers in companies and in establishing cooperation between learning venues. With increasing levels of autonomy of VET institutions; the leadership positions become even more agents of change for developing quality WBL (see the example of Finland).
5. A last issue of investigation concern specific issues related to dealing with Special Education Needs (SEN) and mobility:
   - While governance frameworks incorporate on different levels how teachers in work-based learning settings should take into account **special needs** (see section 3.2.2), the study found that in no countries trainers working in companies are specifically trained or informed on dealing with special needs learners (see section 3.3.2). Against these findings, future studies could thus investigate what might be the challenges and obstacles for developing better tools and provisions to support trainers in WBL in reaching special needs learners.

- To conclude, regarding governance frameworks related to **mobility of teachers and trainers in WBL**, the available evidence has shown that provisions on international mobility are not often included in the legislation that deals with work-based learning settings (see section 3.2.2) with a total lack of information regarding mobility schemes for trainers. Existing initiatives strongly rely on EU funding, with several mobility initiatives developed thanks to Erasmus+ projects which have allowed to target the professional development of VET teaching staff (see section 5.2 and *Appendix 3 for a detailed description of the projects*). Hence, possible areas of research could explore how to encourage and promote awareness at national and local level on the benefits of mobility and what additional financial and non-financial incentives could be used to encourage the mobility of teachers and trainers in WBL.

# APPENDICES

## *Appendix 1 List of persons interviewed*

Alexander Hölbl, VET expert, Federal Ministry of Science, Research and Economy (Austria)

Berit Heintz – Member of the leading organisation of the chambers of Industry and Commerce (DIHK) (Germany)

Bohumír Sobotka, Secondary vocational school for Electrical Engineering Plzeň (Czech Republic)

Bram Loog, The foundation for Cooperation between Vocational Education, Training and the labour Market (in Dutch: Samenwerkingsorganisatie beroepsonderwijs bedrijfsleven) (the Netherlands)

Camelia GHETU, Inspector de specialitate, Ministry of Education (Romania)

Cecilia Wigerstad, Swedish National Agency for Education, Unit for School and working life (Sweden)

Christina Grönvik - Undervisningsråd/ Director of Education, Swedish National Agency for Education, Unit for School and working life (Sweden)

Christine Savantre, Experte Enseignement et formation professionnel, UNSA Education (France)

Erich Huber – Leader of the apprenticeship office in Vienna (Austria)

Fritjof Karlsson - Ministry of education and Research (Utbildningsdepartementet), Division for Upper Secondary and Adult Education and Training (Sweden)

Georgios Yiangou – Inspector Secondary Technical and Vocational Education, (Cyprus)

Hannu Immonen, Deputy Headmaster - Turku Vocational Institute (Turun ammatti-instituutti) (Finland)

Heleen Beurskens Interest group of VET employers (in Dutch: MBO Raad) (the Netherlands)

Ilias Margadjis, Director of Secondary Technical and Vocational Education – Ministry of Education and Culture (Cyprus)

Ilze Buligina, Senior expert, Department of Education, Ministry of Education and Science (Latvia)

Iraklis Pliakis, Special advisor unit E.U.-VET Policy of the office of the secretary general of the Ministry of Educaiton, Research & Religious affairs (Greece)

Isabelle Le Mouillour, Head of division, Federal Institute for Vocational, Education and Training (BIBB) (Germany)

Jiří Polášek, Director of CUOK (CENTRE OF RECOGNITION AND LIFELONG LEARNING OLOMOUC REGION) (Czech Republic)

John O'Neill, Project Manager Programme Innovation, SOLAS (Ireland)

Katalin Zoltán, Senior Counsellor, Ministry for National Economy (Hungary)

Laetitia Van Cauwenberge, Chargée de mission, Service Veille et Partenariats
(IFAPME) (Belgium - Wallon Region)

Manfred Kastner – School inspector of vocational schools in the region of „Salzburg" (Austria)

Marta Stará, (Head of the Department Secondary a Tertiary Professional Education of the Ministry of Education, Youth and Sports (Czech Republic)

Martin Elsner – Member of the BIBB (Germany)

Michaela Franková, Secondary technical school of Transport (Střední průmyslová
škola dopravní – SPŠD) (Czech Republic)

Milan Prskavec, National Institute for Education, Education Counselling Centre and Centre for Continuing Education of Teachers (NÚV) (Czech Republic)

Mirelda Kewal The Ministry of Education, Culture and Science, division: VET (the Netherlands)

Nathan Soomer, Policy advisor, MBO Raad (national VET association) (the Netherlands)

Nils-Evert Kjellnér Principal at Kanalskolan, Upper Secondary School (Sweden)

Philipp Ulmer, Research, Federal Institute for Vocational Education and Training (BIBB) (Germany)

Rica Kolbe – Member of the chamber of industry and trade (IHK) in Berlin (Germany)

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# Appendix 3 European projects

The study took into account five examples from projects and initiatives (from Lifelong Learning Programme and Erasmus+ programme or other national or EU programmes). The selected projects concern interesting transnational initiatives and tools to stimulate the development of governance structures and professionalisation initiatives of teachers and trainers in WBL. The purpose is to ensure that what was developed elsewhere finds its way in the discussions around governance and professionalisation at European level. The main source for potential projects was the Compendium of projects of the Work Based Learning 2020 Network (NetWBL). The Compendium contains 150 projects in total.[97] The projects' selection has been done according the four criteria listed below:

- Projects which possess a strong focus on the two aspects at the core of our study, namely governance and professionalisation; for example projects which develop initiatives for VET stakeholders involvement and cooperation and projects which support the professionalisation of Teachers and Trainers in WBL;
- Validity and reliability of the projects, in particular identifying projects which have already stable results in terms of time and context and thus can offer "transferable features" (transferred as a whole or some mechanisms of them) for other countries;
- Projects which focus on competences/skills/roles of trainers (as according to the preliminary findings of the study, the provisions on trainers are less developed with respect to the provisions for teachers);
- (Some) projects are selected which focus on SMEs.

Based on these criteria, five projects are selected[98], see table 0.2 below.

Table 0.2 Selected projects

| Title of the project | Leading country (lc) / partners | Duration | Goals of the project relevant for the current study |
|---|---|---|---|
| VETat Work[99]: recognize and validate skills and qualifications gained by alternating school and work experience at national and European level | Italy (lc) – Austria, Estonia, United Kingdom, Germany<br><br>Funding: Erasmus+ | 1/11/2012 - 31/10/2015 | - Reinforce network of VET institutions/providers, enterprises and social partners to allow active participation to WBL<br>- provide guidelines for VET staff and enterprises staff regarding skills gaps and competences needed |
| Skills 4 work[100]: developing work | Ireland (lc), Slovenia, | 01/09/2014 - 31/10/2016 | - To extend employer participation in work- |

[97] The thematic network NetWBL aims at identifying and clustering the best project initiatives in the field of Work Based Learning implemented in Europe through the Lifelong Learning Programme with the purposes of realising a "toolkit" which can supports the promotion and dissemination of WBL experiences in the different countries involved. Available at: http://smpf.lt/uploads/dokumentai/Compendium_2015.pdf (link accessed on the 8th of August 2016).

[98] The four projects listed in the table are from the Compendium and concern those which offer a strong focus on Teachers and Trainers and support the development of policies and actions in this field. The fifth project has emerged during the fieldwork of the study.

[99] http://www.vetatwork.eu/

| Title of the project | Leading country (lc) / partners | Duration | Goals of the project relevant for the current study |
|---|---|---|---|
| based learning model for VET: partnership between VET and Business | Germany, Northern Ireland<br><br>Funding: Erasmus+ | | based learning practices across partner countries<br>- To set up a VET and Employers Working Group in each partner country<br>- To provide access to VET teachers and tutors with tools and resources for successful implementation of WBL into their programme and practices |
| Introduction of Elements of Dual VET Slovak Republic[101] | Slovakia (lc), Austria, Germany<br><br>Funding: Erasmus+ | 01/10/2014 - 30/09/2016 | - To increase the mobilisation of SMEs to engage in VET<br>- Implementation of a platform for experience exchange for stakeholders<br>- Development of a training concept for training supervisors |
| Qualitools for IT trainers – improving the learning process, learning outcomes and learning transfer in IT training[102] | Poland (lc), Austria, Bulgaria, United Kingdom, Portugal<br><br>Funding: Erasmus+ | 01/09/2015 - 01/09/2018 | - To enhance the professional development of VET teachers and trainers<br>- To support work-based learning of ICT teachers regarding evaluation and quality assurance in training |
| "Developing Apprenticeship: In-Company Trainer Training and Apprenticeship Promotion"[103] | Jerusalem Labour Market Training Centre (Lithuania), Finland, Belgium, Estonia, Latvia<br><br>Funding: Erasmus+ | 01/09/2015 - 01/09/2018 | - Develop an In-Company Trainer Training Programme Model apprentices and /or similar<br>- Develop a Resource Kit for In-Company Trainer. It will be a collection of instructions to remind the main principles on the preparation, training and evaluation of trainees |

The projects' descriptions are elaborated in the boxes below.

[100] www.skills4workproject.eu
[101] https://www.bibb.de/de/25632.php
http://www.minedu.sk/national-authorities-for-apprenticeships-introduction-of-elements-dual-vet-slovak-republic/
[102] www.qualitools.net
[103] http://www.employers.ee/wp-content/uploads/Information-Bulletin-Meeting-in-Vilnius.pdf ;
http://en.lddk.lv/projekts/developing-apprenticeship-in-company-trainer-training-and-apprenticeship-promotion/

**VET@Work**

Details:

- VET@Work: recognize and validate skills and qualifications gained by alternating school and work experience at national and European level
- Italy (lc) – Austria, Estonia, United Kingdom, Germany
- 01/10/2014 – 31/08/2016

**VET@Work**

**VET@WORK: A basic curriculum for trainers in company to improve connections between the classroom and the workplace**

The VET@WORK project main objectives are to develop flexible pathways that connect the formal VET school curriculum to Work Based Learning and validate and recognize skills acquired by students at the workplace. The VET@WORK project is conducted by a partnership of 8 institutions (VET institutions and providers, enterprises and a region) from 5 EU countries: Italy, Austria, United Kingdom, Germany and Estonia.

The project started off with a comparative study to investigate national legislations, competences needed and best practices in Italy, Austria, Estonia, United Kingdom and Germany to recognize and validate skills and qualifications gained by alternating school and work experiences. To identify the competences needed, a survey was conducted with 69 VET teachers and VET trainers and guidance professionals in Italy (25), Austria (10), United Kingdom (10), Germany (9) and Estonia (15) and 41 enterprises mentors/coachers in Italy (10), Austria (5), United Kingdom (5), Germany (6) and Estonia (15).

The study concludes that in order for WBL to be meaningful and worthy of investment, there must be a much **stronger connection between the classroom and the workplace** than currently exists in the different WBL programs and projects. This connection must go beyond the WBL school tutor and company mentor, placing students with employers in **a career interest area;** the program must deliberately demonstrate to students the link between skills learned in the classroom curriculum and skills learned and used on the job. Such an explicit link will increase students' motivation and ability to problem-solve in multiple contexts and help them understand the purpose of WBL in the "big picture" of their education.

To achieve this close link requires deliberate changes in policy and practice at local, regional and national level.
At the school level, teachers and trainers gave examples of how better to cooperate at the local level. First, teachers should better know the requests of enterprises for learners' competences, to better support the learner, to improve the design of the school based and training plans in company and to adjust the planning/organisation of the related training modules at school to the planning of company training periods. Based on this, teachers should work closely with WBL coordinators and employer mentors to construct detailed, personalized and tailor made student training and learning plans (into which students can have input). Second, frequent and thorough contacts ("a constant dialogue") between all persons involved in training process (training company and VET school) during WBL or internships. Finally most respondents stressed the need for better cooperation between teachers and trainers in defining evaluation criteria and administering evaluation.

To support staff both at school and at work, training guides were developed for both teachers and trainers in company, both aimed to supply skills to design Personal Learning Plans which valorise and recognise WBL in the formal learners/students curriculum. The curriculum developed to support Training Enterprise Staff in their activity with formal learners was based on a Learning Outcomes approach and contains 5 modules

Module 1 - Empowerment and communication - (4 hours)
Module 2 - VET school context and learning needs (6 hours)

| VET@Work |
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| Module 3 - Planning of alternation school work and/or dual system WBL (4 hours)<br>Module 4 - ECVET implementation on mobility programmes (4 hours)<br>Module 5 - The ongoing and final evaluation of the learners/student (5 hours)<br><br>Each module contains several units, and is structured along the knowledge, skills and competences that the learner shall acquire. More information on the modules, its constituent units and the underlying training materials can be found on http://www.vetatwork.eu/images/DRAFT/Draft_Enterprises_Guidelines_EN.pdf).<br>All the partners have implemented the VET@WORK Curriculum (for the VET staff, not all partners were able to implement the Enterprises Training) and during a final meeting adjustments were suggested in order to improve the guidelines. More information on the project can be found on http://www.vetatwork.eu/ |

| **Skills 4 work** |
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| Details:<br>- Skills 4 work: developing work based learning model for VET: partnership between VET and Business<br>- Ireland (lc), Slovenia, Germany, Northern Ireland<br>- www.skills4workproject.eu<br>- 01/09/2014 – 31/10/2016 |

## Skills 4 work

**Skills4work: CPD-tools for VET teachers to improve work-based learning**

The Skills4work initiative aimed to develop a work based learning model for VET and to increase employer participation in work-based learning practices across partner countries. The focus of this project was on practical exercises in Ireland, Slovenia, Germany and the UK that have evaluated effectiveness of different WBL models and engaged in collaboration with local enterprises.

Project Target Groups are VET organisations, VET providers, VET teachers, VET students, enterprises, policy makers, research bodies and experts. Through practical implementation of different work-based learning approaches and feedback from enterprises, the project has developed hands-on implementation guidelines to improve the quality of work experience for both the VET students and enterprises in partner countries.

The project addresses governance issues as well. The aim was to set up a VET and Employers Working Group in each partner country, focus on developing partner-relationships between VET colleges and local enterprises to learn from each other's experiences.

The project benefits most directly **VET teachers** by developing a set of practical, work-based learning implementation guidelines, professional CPD training programmes for VET teachers to embed in their teaching practice and provide access to tools and resources for successful implementation of WBL into their programme and practices. These resources range from practical tools on goal setting and induction support for employers, through health and safety issues, to observation lists for tutors on students' soft skills in the work place.
The website includes a database giving access to all these resources, as well as a video-presentation giving an overview of how to use the project resources to enhance existing WBL practices (https://vimeo.com/186448689).
These resources are organised around 5 core principles that emerged from the project as necessary for the quality work-based learning practice:

1. Develop the knowledge, experience and skills of all teachers and trainers working in the field of work-based learning. One of the concrete tools that was shared, is a toolkit and model for externships for teachers, trainers and tutors. These can contribute to a meaningful engagement between employers and schools to develop mutually beneficial working partnerships and understandings about workplace and education requirements and expectations.
2. Ensure that learning institutions and employers collaborate effectively so that they are regularly sharing information. E.g. have systems in place that document, manage and coordinate the collaboration around work placements.
3. Ensure that all learners have the skills and opportunities to reflect critically on their participation in work-based learning.
4. Provide clarity around the roles and responsibilities of all those involved in work-based learning. To this end, an overview was developed of roles and responsibilities for students, VET providers and employers to provide clarity and increase understanding of the roles and responsibilities of others involved in the WBL process.
5. Develop reliable and valid assessments for work-based learning.

The website also includes links to the European WBL-toolkit (http://www.wbl-toolkit.eu/) and the apprenticeship toolbox (http://apprenticeship-toolbox.eu/). Both are resource bases conducive to policy learning, policy

| Skills 4 work |
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| experimentation and WBL development, collecting and combining the apprenticeship of WBL key building blocks from countries running successful apprenticeship systems, such as Austria, Denmark, Germany, Luxemburg and Switzerland. |

| **Introduction of Elements of Dual VET in the Slovak Republic** |
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| Details:<br>- Introduction of Elements of Dual VET in the Slovak Republic<br>- Slovak Republic (lc), Austria, Germany<br>- 01/10/2014 - 30/09/2016 |

## Introduction of Elements of Dual VET in the Slovak Republic

**Introduction of Elements of Dual VET Slovak Republic**

The project "Introduction of Elements of Dual VET in the Slovak Republic" contributes to VET reform in Slovakia, taking into account dual VET experiences in Austria, Germany and pilot experiences from the automotive sector in Slovakia.

The Ministry of Education, Science, Research and Sport of the Slovak Republic is the coordinator of the ERASMUS+ project. Other parties involved in the initiative are:

- State Institute of VET, Slovakia
- Baden-Württemberg Ministry of Finance and Economics
- Academy for Advanced Training and Personnel Development at Schools, Baden-Württemberg
- Austrian Economic Chambers
- Ministry of Science, Research and Economy, Austria
- Volkswagen Slovakia
- BIBB, Germany

The current reforms in the Slovakian VET system promote dual vocational education and training structures, to contribute to the solution of high youth unemployment and shortages of suitably qualified work force. The transfer of positive experiences from Austria and Baden Württemberg and from local experiences (pilot projects in the automotive industry) should contribute to the creation of compatible systems of education in the wider Danube region.

In this context, the project goals are the establishment of a 'Danube Academy', the increased mobilisation of small and medium-sized enterprises (SMEs) to engage in vocational education and training and the implementation of a platform for experience exchange amongst stakeholders. The initiative's main activities were:

1. carrying out an employer survey amongst companies;
2. review of the current legislation and existing pilot projects;
3. development of a training concept for training supervisors.

The Slovak-German Chamber of Commerce and Industry (SNOPK) completed an employer survey in the "Identification of Labour Market Needs for Vocational Education and Training (VET) in the Slovak Republic". The purpose of this survey was to better adapt vocational education to company practices and the needs of employers in Slovakia. In parallel, the Ministry of Education, Science, Research and Sport of Slovak Republic reviewed the current legislation and existing pilot projects.

The experiences of the review and the employer survey were taken into account when developing a new VET Act (Law no. 61/2015, adopted by the National Council of the Slovak Republic of 12 March 2015). The Act introduced a dual system of education, including demand-oriented, practice-based apprenticeship models, based on the experiences of Austrian, German and Swiss partners and the long-term tradition in the former Czechoslovakia.

From the available material, it is not yet possible to assess whether the Danube Academy project proposal was completed and what changes in the education of teachers and instructors will be proposed. The main objective of the Danube Academy will be the education of VET teachers, establishing centres of qualification for teachers, in order to ensure the competitiveness of companies as well as the virtual network of centers of excellence and relevant training

| Introduction of Elements of Dual VET in the Slovak Republic |
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| programs for teachers of the Danube region.<br><br>The need for a change in education of teachers and instructors also emerged from the review of current legislation. Based on the analysis, the State Institute of Vocational Education prepared a proposal for education of the teachers of vocational subjects, masters and instructors of vocational training. This proposal was foreseen to be completed by the end of 2016 by the Ministry of Education, Science, Research and Sport. The Ministry has held a series of meetings with the representatives coordinating vocational education and training as well as the community of teachers in Slovakia in September 2016. Ideas, suggestions, models and possible solutions are also planned to be incorporated into the Danube Academy project design.<br><br>The survey on employers needs reached mostly companies that were already committed to vocational training. Improving the conditions for the involvement of (more) SMEs was frequently discussed, in terms of simplification and removal of barriers such as administrative burden within the accreditation of companies, as well as the issue of tax breaks or unification of school training in relation on the year of study.<br><br>*What conditions have (positively or negatively) influenced the success of the initiative?*<br>• Existing pilot schemes between (foreign) technical companies and local VET colleges as well as international cooperation projects between VET and industry partners have laid a solid basis to further work on.<br>• According to the project partners, the cooperation between the government and the private sector, but also with municipalities, Chambers of Commerce and employers' associations, was the key of the project success.<br>• Having a stable local partner (representative of Slovak-German Chamber of Commerce) as a key to the success, as well as the will of the Ministry of Education to implement the elements of dual education into the national education system. |

| Qualitools for IT trainers |
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**Qualitools for IT trainers**

Details:

- Qualitools for IT trainers – improving the learning process, learning outcomes and learning transfer in IT training
- Poland (lc), Austria, Bulgaria, United Kingdom, Portugal
- www.qualitools.net
- 01/09/2015 – 01/09/2018

## Qualitools for IT trainers

**A handbook for IT trainers to improve the quality of student work based learning**

The Erasmus+ project **Qualitools for IT trainers** seeks to enhance the professional development of VET teachers and trainers and improve the quality of the actual learning process by strengthening their transversal skills in:
- adapting training to learners needs,
- reflecting on the quality of training processes,
- evaluating outcomes & transfer,
- improving their own practice accordingly

IT trainers in this project are understood as including ICT teachers, trainers and tutors in both vocational schools, in enterprises and in VET organisations providing non-formal or formal further ICT training certificates. The project supports building the general capacity of VET professionals.

QualiTools wants to provide quality assurance tools for trainers. Quality assurance is often associated with feedback or satisfaction questionnaires and top down quality management. Often the results of these questionnaires do not affect the quality of the actual training provision, since they lack meaningful information for the training process itself. The tools in Qualitool project are meant to deal with the actual training situation, from the initial planning to the transfer of learning by participants. Beyond managing a specific training situation, the QualiTools methods also encourage trainers to engage in self-reflection - by themselves or together with colleagues - and to take a systematic and comprehensive approach to quality assurance of their trainings. The quality assurance tools include for example: gleaning the expectations of the participants, finding out about their previously acquired knowledge, reflecting learning processes, exchange on training quality issues among colleagues, assuring learning transfer into everyday work practice, interim and final feedback methods. In this frame, it will be demonstrated how to embed a pedagogical quality approach on the practitioners' level within traditional quality management. This approach supports non-formal, work-based learning of ICT teachers regarding evaluation and quality assurance in the training.

ICT trainers in vocational schools, enterprises & VET organizations will have access to methods (handbook and a database), mostly usable in the training itself, increasing the quality of trainings & learning outcomes. Training program & webinars are implemented as multiplier events. VET/QM managers are addressed by a manager guideline on how to combine classic QM with a bottom-up approach and can participate in a training program. Eventually, students in VET will benefit from a higher quality in the training. VET providers & stakeholders will be informed about the project and its results through large scale dissemination and exploitation activities.

The QualiTools methods follow the adult education paradigm of putting learners first, valuing their experience and enhancing the collaboration between trainers and participants.

The project builds on previous experiences and material, such as the more generic QualiTools handbook on behalf of the Public Employment Service of Austria, developed previously. This handbook gathered 60 methods on quality assurance that can be used by any trainer in VET. QualiTools will also refer to other EU projects with the goal to develop quality assurance tools to be

**Qualitools for IT trainers**

applied within the training situation (such as Qualivet and SEALLL). These were supplemented with tools already applied in the UK, in Portugal, in Poland and Bulgaria.

The project has started in 2015. Currently, the first version of the handbook "Improve Your Teaching! 65 Methods for Quality Assurance in IT Trainings" has been developed and published as an online pdf in all partner languages at http://qualitools.at/content/files/handbook/handbook_en.pdf.

The handbook is suitable for both trainers and teachers. None of the quality tools address explicitly the cooperation between teachers and trainers, although some of the methods can be useful in their cooperation, mainly those on (peer) observation and intervision methods.

Underlying the handbook a synthesis Report was drafted on Quality Tools and QA Challenges in introducing bottom-up QA practices. Five national reports, based on interviews with ICT training providers, an analysis of existing quality tools and challenges of introducing bottom-up QA practices, formed the basis for on the needs in each partner country and about what kind of quality measures should be put in the centre within the context of QualiTools.

**“Developing Apprenticeship: In-Company Trainer Training and Apprenticeship Promotion”**

Details:

- “Developing Apprenticeship: In-Company Trainer Training and Apprenticeship Promotion”
- Lithuania (lc), Latvia, Estonia, Finland and Belgium
- 01/09/2015 – 01/09/2018

## "Developing Apprenticeship: In-Company Trainer Training and Apprenticeship Promotion"

**Industry associations driving the development of a trainer in company training programme**

The aim of the "Developing Apprenticeship: In-Company Trainer Training and Apprenticeship Promotion" project is the development of apprenticeships in the Baltic countries. The project started at a time when the Baltic countries were implementing changes in their national vocational training systems to accommodate apprenticeship training.

A distinctive feature of the project is the participation of 3 Lithuanian and an Estonian employers association, state actors as well as Finnish and Belgium expert organisations on apprenticeships.

Enterprises in Lithuania, Latvia and Estonia find the existing In-Company Trainer Training Programmes inappropriate. They lack flexibility, are too long (over 100 hours), and the content often does not meet the needs of the companies, resulting in less productive apprenticeships. For that reason, the project set out to develop and pilot an In-Company Trainer Training Programme Model based on the needs of companies. It aims to be much more flexible than the existing ones and will teach the trainers in company to train the apprentices in the most efficient and effective ways to match their skills for the job.

Second, companies in Lithuania, Latvia and Estonia find it hard to attract VET apprentices since vocational education is considered less attractive than university education. Therefore, more promotion and information about VET, especially in the form of apprenticeship is required. To address these problems, the project seeks to develop and test the Concept of Apprenticeship Promotion. The Concept will target a wide spectrum of potential apprentices to promote a positive image of apprenticeship.

The In-Company Trainer Training Programmes is based on a training needs survey. 90 company directors and managers responsible for staff employment in Lithuania, Latvia and Estonia were interviewed about **their trainer in company training needs.** Further, the project partners examined national and international methodology on how to write a training programme for trainers, leaning heavily on Finnish methodology.

The survey showed about 80 percent of businesses have heard of the opportunity to teach new employees in the form of apprenticeship. Of these, only 50 per cent are using this option. Of all the companies that use apprenticeship training, *only about 10 percent co-work closely with educational institutions and issue the state recognized formal training certificates.*

The directors and HR-managers were asked to indicate what topics to include in the In-Company Trainer Training programme. About 90 percent said they would welcome the inclusion of topics such as industry knowledge, psychological aspects of communication, training evaluation, practical tasks under their respective training program and demonstration of operations.

Based on these outcomes, the following In-Company Trainer Training Programme was drafted:

Preparation for training:
- qualification structure and forms of education;
- qualification requirements of the specific professional field for training in the workplace;
- planning of training together with educational institutions representative(s);

| **"Developing Apprenticeship: In-Company Trainer Training and Apprenticeship Promotion"** |
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| • documentation;<br>• demonstration techniques of professional skills;<br>• communication with employers and representatives of educational institutions.<br><br>Training:<br>• introduction to the workplace;<br>• the training task allocation in the workplace;<br>• individual training, communication and teaching methods;<br>• training evaluation.<br><br>4 adapted versions of the Programme for Lithuania, Latvia, Estonia and Finland were developed, as well as several profession-specific programmes (e.g. for training roofers, welders). These will be pilot tested through the training of 30 trainers in companies. Additionally, 3 seminars will be organised with Heads of business enterprises to promote apprenticeship.<br><br>For more information, see: http://en.lddk.lv/projekts/developing-apprenticeship-in-company-trainer-training-and-apprenticeship-promotion/ |

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